A THESIS

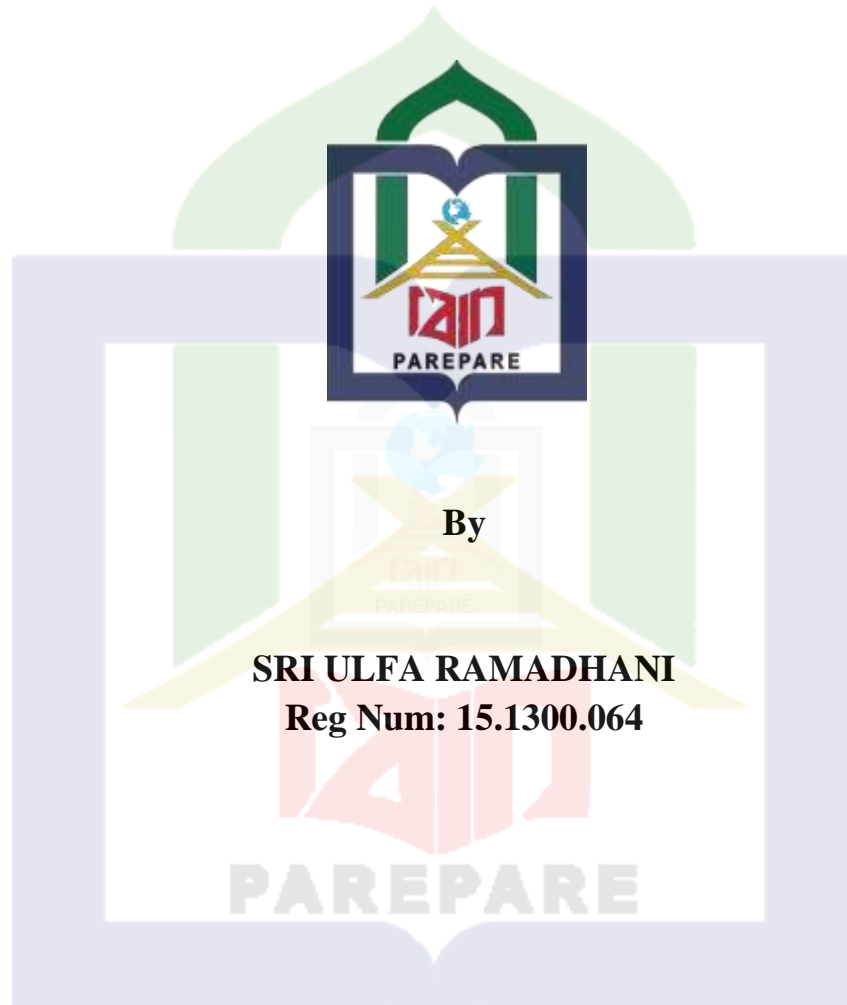**STUDENTS' PERCEPTION OF CONSTRUCTIVE APPROACH
TOWARD TEACHING READING SKILL
AT SMAN 4 PAREPARE**

By

SRI ULFA RAMADHANI
Reg Num: 15.1300.064

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

STUDENTS' PERCEPTION OF CONSTRUCTIVE APPROACH TOWARD TEACHING READING SKILL AT SMAN 4 PAREPARE

By

SRI ULFA RAMADHANI
Reg Num. 15.1300.064

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
Forthe Degree of SarjanaPendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

STUDENTS' PERCEPTION OF CONSTRUCTIVE APPROACH TOWARD TEACHING READING SKILL AT SMAN 4 PAREPARE

Skripsi

As Partial Fulfillment of the Requirement for the Degree

Of SarjanaPendidikan (S.Pd.)

English Education Program

Submitted by:

SRI ULFA RAMADHANI
Reg Num. 15.1300.064

To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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A THESIS

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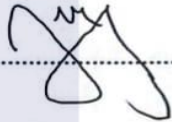
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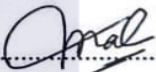
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Parepare, 27th September 2021
The writer

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ABSTRACT

Sri Ulfa Ramadhani. *Students' Perception of Constructive Approach toward Teaching Reading Skill at SMAN 4 Parepare.*(Supervised by Ismail Latif and Magdahalena Tjalla).

Constructivism is a learning theory for the purpose of preparing students to be capable in socially expected skills, asserts that students construct knowledge by integrating their own and others' experience rather than receiving information from teachers. By virtue of the studies and practical application of constructivist learning environments, teaching and learning have shifted the focus from teacher-centered to learner-centered. The purpose of this research was to find out the students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare

The sample of this research was from class XI SMA 4 Parepare consisted 20 students. The design of this research was qualitative design. The data was collected through observation and interview. It aimed to know the students' perception of constructive approach toward teaching reading skill.
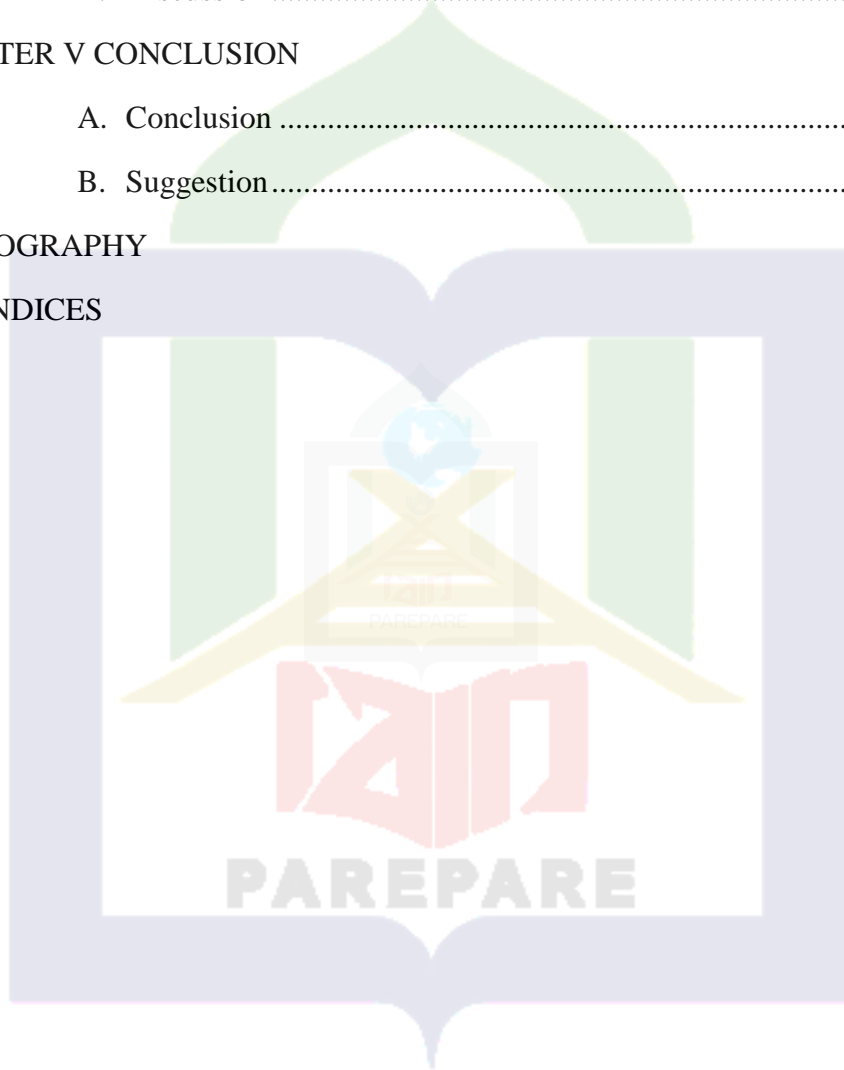
The data was analyzed by used analysis of qualitative approach which result that constructive approach toward teaching reading skill was effective. In consideration which referred to the several aspects; Information, social, radical and interactive constructivism. So, from the explanation above, the researcher concludes that students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare is good perception which also showed effective approach

Keyword: *Students' Perception, Constructive Approach, Reading skill*

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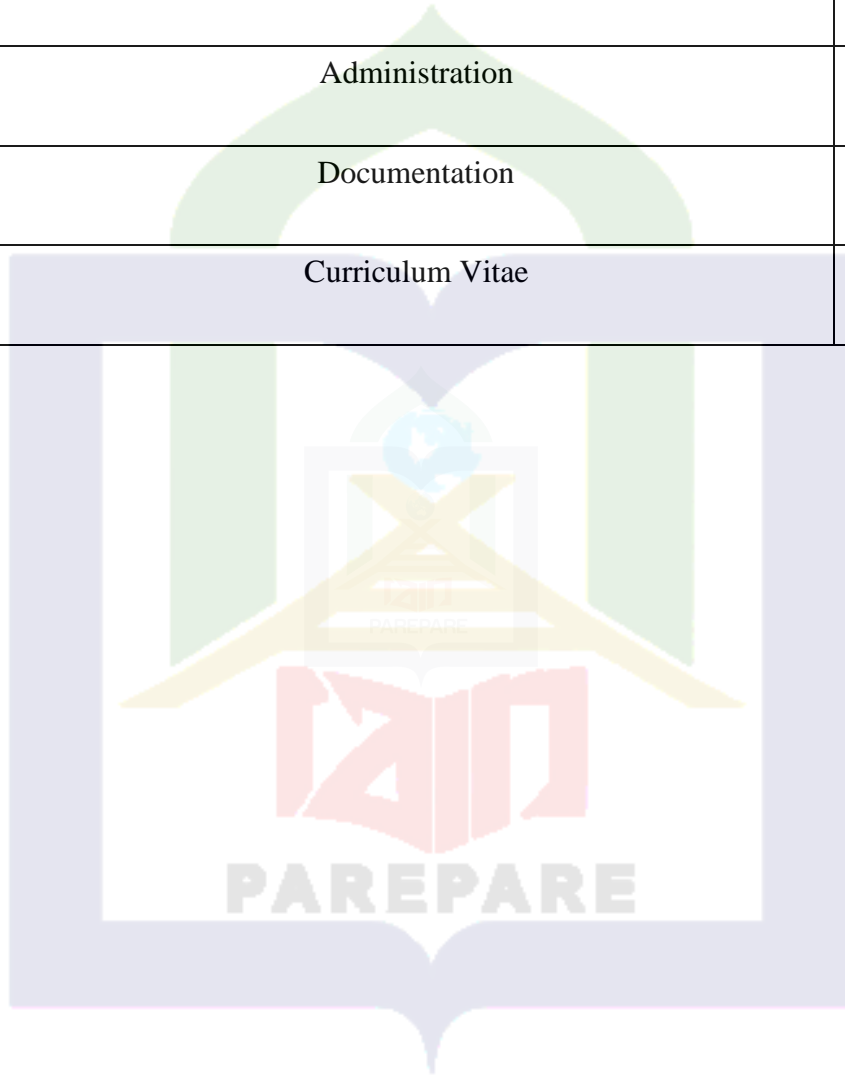
CHAPTER I

INTRODUCTION

A. Background

The importance of understanding reading text is to build the ability and knowledge of students to understand the material of reading text. Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i, e skimming, scanning), and ability to have critical perspective on the content of the texts.

Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life. Especially for students in learning English. In schools, reading becomes one of the basic competences that included in English subject that should be studied by the students.

Educational institutions should set up a learner-centered learning environment by means of engaging students in activities, by the method in teaching reading skill at school and educational scope, such as hands-on activities, small group projects, and self-directed inquiry as known as constructivist approach. Expert claim that an educational program should provide job skills, higher-order skills, problem solving skills, and collaborative skills. They argue that traditional behavior theory fails to connect learning to these skills. Instead, the constructivist approach is a new direction toward technical education reform.[1]

The issue has come to educational reform proponents' attention with convincing evidence of learning outcomes which there are only two relevant studies in the area of Technology have been found that the learning of these skills should be

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[1]Doolittle, et.all. *Constructivism: the career and technical education perspective.* (*Journal of Vocational and Technical Education. 16(1)) 2016.*

associated with an constructivist learning environment. Not only has the philosophical view of technology expanded to assert that technology may benefit from constructivist learning, but also the empirical study of technology has substantiated the effectiveness of constructivism.

Constructivism is a learning theory for the purpose of preparing students to be capable in socially expected skills, asserts that students construct knowledge by integrating their own and others' experience rather than receiving information from teachers. By virtue of the studies and practical application of constructivist learning environments, teaching and learning have shifted the focus from teacher-centered to learner-centered.[2]

The problem faced by many learners, which they only capable in doing task at school without comprehending in social context, it showed many aspect of less in general skill after conducting in social activities', they less of their knowledge gaining from the school.

Specific instructional strategies based on learner-centered activities are gaining the interest of educators who incorporated them into the classroom. The challenge of implementing a constructivist approach to teaching can be overcome by teachers' willingness to help students understand and learning objectives fostered by constructivist techniques. However, the initial active encouragement of the application in constructivism learning was due to the practice of teaching that embeds an actual learner center into student perceptions and results in conceptual change of what students learn rather than a focus on content delivery.

The basic fundamentals of constructivist learning are that students gain

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[2] Prawat, R. *Teachers'beliefs about teaching and learning: a constructivist perspective*. (*American Journal of Education. May,* 354-395)

meaning from what they learn and then the learning results in conceptual changes. With learner-centered implications, self-directed learning indicates an effective strategy for developing learners who become capable of external self-management during the learning process, as well as internal self-monitoring for worthwhile knowledge.[3]

Those all expectation required the teacher to be more capable in teaching reading as an important subject during the school, the students may have more problem after staying all the material from the class, it can be assumed that, students and teacher did not give many impact toward the purpose of the learning at class, by these problem, the researcher is interesting in conducting research which showed the students perception toward the implementation of this approach for developing students performing.

These two capabilities require that learners take responsibility for their own construction of meaning. From the perspective of communication, the learning process integrates internal information processing associated with critical thinking and external self-control of the learning process. In fact, the two learning capabilities must include responsibility in idea reflection and sharing, while learning is emphasized in a social context. This kind of approach already implemented by the teacher after conducting English materials at class, the researcher only wants to know specifically about the students improvement and also their perception toward this approach, by that reason, researcher really interesting to conduct this research which tittle ‒Students Perception of Constructive Approach toward Teaching Reading Skill at SMAN 4 Parepar‖

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[3]Garrison, D. R. *Self-Directed Learning: toward a Comprehensive Model*. (*AdultEducation Quarterly) 48(1),* 18-33) 1997.

B. Research Questions

Based on the statements in the background above the researcher formulates the question as follows: How is the students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare?

C. The Objective of the Research

Based on the research question above, the objective of the research is formulated below: To find out the students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare.

D. Significance of Research

The result of the research are expected to be meaningful for:

a. The Teacher

The finding of the research is expected to provide information for an effective approach applied in teaching reading skill.

b. The Students

The finding of the research was expected to offer interesting and various learning experience. So, they were participle in the reading more actively.

c. The Next Researcher

It is expect that in using comics became one of reference in choosing as an interesting media in reading skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted their research on Students Perception toward this approach. Their findings are consecutively presented below:

1. Siahaan, M. F on his research ‒Students' Perceptions of the Constructivist Instructional Methods in a Teaching and Learning Course" conclude that Constructivism is defined as building one's own understanding. Constructivist instructional method requires that teacher should not be the one who informs but who facilitates the students learning.

   The purpose of this study is to obtain the students' perceptions on the implementation of constructivist instructional methods in Teaching and Learning course. A survey research methodology was used with first semester students who were taking teaching and learning course as the subjects of this study. Methods of collecting data were questionnaires with open ended questions, deep interview and documentation. A qualitative analysis technique was performed on data from the survey instrument and the interview to answer 4 research questions. A descriptive analysis technique was performed on data to answer 1 research question from the survey instrument and documents. The data analysis revealed that constructivism instructional methods were clearly experienced when they were required to answer a lot of probing questions, had discussion in the classroom, had Facebook online discussions with clear guidance to do so, created ted talks and debating. The study implies that the constructivist instructional methods

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experienced by the students in the class help them to better understand the constructivism theory and its implications.[1]

2. Richard O.Ongow in her research ―Students‗ Perception of a Constructivist Learning Environment and Motivation‖ conclude that The study investigated the relationship between students‗ perception of a constructivist learning environment and motivation towards Biology among form two secondary school students in high and low achieving schools. Correlational survey design was used and a sample of 815 students from co-educational schools was selected using multi-stage cluster sampling.

The instruments used in the study were: Student Perception Questionnaire (SPQ), Student Motivation Questionnaire (SMQ) and Student Interview Guide (SIG). Data were analyzed using Pearson Correlation Analyses and Multiple Regression Analyses. The interview data were used to explain the quantitative data. The results indicate that the perception of the constructivist learning environment explained 10.5% of the variance in motivation collective dimensions among students in the high achieving schools. On the other hand, the constructivist learning environment explained 3.2% of the variance in motivation collective dimensions of the students in the low achieving schools. Implications are discussed. [2]

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[1]Siahaan, M. F, *Students' Perceptions of the Constructivist Instructional Methods in a Teaching and Learning Course.(* International Education Studies, vol. 3)

[2] Richard O.Ongow, *Students' Perception of a Constructivist Learning Environment and Motivation,* (Journal of Education. May, 354-395)

3. Zubair on his research ─Student perception of constructivist learning environment, self-directed learning readiness‖ conclude that Constructivism is a recent educational philosophical development. This study was designed to ascertain the level of constructivism implemented in the Industrial technology program as observed by students. The study also sought to determine the level of constructivism students' desire, and the relationship between what they observed and what they preferred. The faculty view of the implementation was also collected.

A comparison was made between the faculty view of the level of constructivism and the student view of the amount of constructivism being used. An instrument for the aspects of constructivism was used for data collection, three parts were an Australian validated and reliable instrument.

The fourth part about problem solving was prepared, validated and tested for reliability at Iowa State University. The faculty instrument was a modification of the questions toward faculty perception rather than the student view. Interviews were made with several students, the results confirming what were determined by the instrument. A high correlation existed between students who observed a higher level of constructivism practices being used with higher scores on problem-solving and teamwork skills than for their peers. Satisfactory indices of a good fit between a hypothesized model and the observed data led to the development of a structural equation model. This model suggested that student learning in a

constructivist environment could improve their self-directed learning readiness, problem-solving skills and teamwork skills.[3]

Based on the result of that research above, some researcher is able make opinions that several similarity between those research above from the variable of the research, all the research focused on students perception about the Constructivist Learning.

B. Some Pertinent Ideas

1. The Concept of Constructive Approach

a. Nature of Constructive Approach

Constructivism is a learning theory which is associated with the research on students learns, the nature of constructivism is the belief that personal knowledge is constructed by learners rather than being feed by instructors or information itself.[4] Grounded on this learning theory, several assertions regarding the educational setting in constructivist manners have been expended. Also, an epistemology regarding knowledge has been studied in how students interact with others and the how the interaction forms a learning community. [5] Educators and researchers studying constructivism and how students learn in a constructivist setting may need to expand the learning theory toward other related dominions, such as the theory of teaching, the theory of education, and the theory of the origin of ideas.[6]

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[3]Zubair, *Student perception of constructivist learning environment, self-directed learning readiness,* (Thesis:UIN Jogja)

[4] Henriques, L. *A Study to Define and Verify a Model of Interactive-Constructive Elementary School Science Teaching. (*Unpublished doctoral dissertation. University of Iowa, Iowa City.1997)

[5]Lorsbach, A. & Tobin, K. *Constructivism as a referent for Science Teaching.* (*NARST, Newslette,* 1992)

[6]Matthews, M. R. *Constructivism and Science Education: a further appraisal.* (*Journal of Science Education and Technology. 11(2),* 121-134, 2002).

Based on the perspective of cognitive constructivism, the term constructivism emphasizes that knowledge is constructed from the process of interaction between the individual and the environment.

This process takes place in the individual's own mind, in that the major concerns are cognitive self-organization and analyses of the individual learner. Kerka defined the term as: "learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand, revising and reinterpreting old knowledge in order to reconcile it with the new". Thus, constructivism is a way of making sense by active interaction among learners for meaning negotiation and knowledge construction. In this learning paradigm, students share control with instructors and the instructors act as facilitators to support student learning.[7]

b. Aspects of Constructive Approach

The fourth approach of constructivism has been discussed in studies. This approach, well as the three previously mentioned ones, "fit along a continuum of constructivist‖ Interpretations on decreasing teacher structure showed below:

1) *Information-processing.* At one end of the continuum of a constructivist approach is information-processing, which proposes that students engage continually in personal construction of knowledge by learning facts via teachers and experiences. This approach interprets learning as close to most concepts of classroom learning, in that instructors design lessons and class activities. Nevertheless, learning is still based on individual conceptual change through assimilation and accommodation. From the perspective of information

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[7] Kerka, S. *Constructivism, workplace learning, and vocational education.* (ERIC Document Reproduction Service No. ED407573, 1997).

processing, objective reality exists when individuals' understanding of information is compatible with previous experience. The existence of reality is based on the frequent awareness of the discrepancy between one's expectation and observation. It seems that learning should take place mentally and physically, for the student to become aware of the context of learning. The awareness includes both absorption and ignorance.

2) *Social constructivism.* social constructivism is concerned with the social context that cognitive development occurs in the interaction between individuals, peers, and teachers, according to learning to understand science is not only a matter of personally making sense of the physical world, but it also involves making sense within social activities. Language is the primary cognitive and communicative tool. Several basic assumptions provide the framework to understand social constructivism:

a) *Reality.* Social constructivism denies reality is an individual's discovery. Instead, reality is generated from social activities. It is a result of a process by which "we, together as members of a society, invent the properties of the world"

b) *Knowledge.* From the perspective of social constructivism, knowledge is a social product constructed through interactions among individuals, and between individuals and the environment. The approach insists upon a shared concept of the creation of objective knowledge. Researchers acknowledge humans should have individual subjective knowledge and individual experience to shape the knowledge. From the theoretic perspective of social constructivism, there is a connection between objective knowledge and individual subjective knowledge.

3) *Radical Constructivism.* As the primary exponent of radical constructivism, incorporated Piaget's processes of assimilation and accommodation into a cognitive model of learning. Students in this learning environment share a unique experience that is generated in an individual way based on their culture and social background. The belief of radical constructivism proposes that an individual's experience is the center of learning. The assumption of radical constructivism is as follows:

a) *Knowledge.* Radical constructivism holds the belief that knowledge is a product of individual creation The creation is unique "knowledge is under all circumstances constructed by individual thinkers as an adaptation to their subjective experience" We may wonder how it takes place. It is not discovered from social context that people interact to come up with a common agreement. Instead, knowledge is created by individual experience"

b) *Truth.* Grounded in coherence theory of truth, radical constructivism posits that truth is an ideal coherence of our rationale and belief of acceptance of one another. Nevertheless, the coherence is established individually based on different perspectives and lived experiences. Students have their own beliefs of what is right. Coherence allows for different interpretations of common evidence among students. Consequently, truth includes a system of beliefs that enables students to move toward a complete understanding by an integration process with various fragments. Students themselves initiate the integration of the fragments into complete conceptual harmony.

4) *Interactive Constructivism.* Utilizing different perspective of constructivism, an ecological approach of constructivism, or an interactive-constructivist model of learning. This description of learning is different from the ones

proposed by social and radical constructivism. "learning in which dynamic interaction of prior knowledge, concurrent sensory experiences, belief systems, and other people in a sociocultural context lead to multiple interpretations that are verified against evidence and privately integrated (assimilated or accommodated) into the person's knowledge network". This is a middle-of-road view of constructivism. Organists, and contextualize views of learning, since interactive-constructivism views learning taking place by learners interacting with others and the environment in which they live. Some assumptions of the constructivist approach are described as follows:

a) *Learning*. Both public and private phases of learning are accepted. Students make sense from interacting with each other and from their own private reflection to construct knowledge. Interactive constructivism posits that instructors act as facilitators, which is similar to the commonly expected role of teachers in the general concept of constructivism. Through the encouragement of facilitators, students make sense in shortterm memory and store knowledge in long-term memory in interactive-constructivism, in that complex interaction, when processed, leads to construction of higher-order properties related to an individual's life and cognition that ncludes norms, functions, and meaning. This theory views knowledge as a capacity of context-sensitive action.[8]

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[8]Lorsbach, *Constructivism as a Referent for Science Teaching*. *NARST,Newsletter. 30,* 5-7, 1992)

2. The Concept Reading Skilll

a. Definition of Reading Skill

Most people see reading as a simple process with the reader processing with each letter in turn. Producing the appropriated sounds in forming words. Some people considered reading as thinking process through which meaning is obtained from printed symbols.[4]

De Boer and Dallmann state that ‒Reading is a much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving.‖[5]

Penny Ur state ‒Reading is understanding. If you read the words but you don't know about what they mean, that is not reading. A foreign language learner who says, ‗I can read the word, but I don't know what they mean'.‖[6] We cannot said that we have read something if we don't understand the meaning. We need to understand the text more deeply to know the content of reading.

According to Schmidt the understanding that results is called reading skill. Reading is the process of receiving and interpreting information encoded in language form via the medium of print or comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known[9]

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[4]Verna Diecman Anderion, et all,. *Reading in the Language Art,* (New York : The Macmilan Company, 1964), p.281.

[5]John J. De Boer and Martha Dallman, *The Teaching of the Reading* (New York : Holt, Rineheart, and Wiston, Inc, 1964), Revised Edition. p.17.

[6]Penny Ur, *A course in Language Teaching: Practice and Theory* (Cambridge : Cambridge University Press, 1996), p.138.

[9] Willian Grabe, *Reading in a Second Language: Moving from Theory to Practice* (USA: Cambridge University Press, 2009),p.14.

Mikulecky and Jeffries state that skill and comprehension with similarly meaning of making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer question or explaining texts because they have comprehension with connecting each idea in the text[10].

According to Jennifer Serravallo, ability in reading is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. While comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what will come next, question and wonder what happen and consider what lesson they can learn from the book. [11]

Meanwhile, according to Anderson and Pearson in Alexander, skill is a special thinking process. The reader comprehends by actively construction meaning internally from interacting with the material that is read. [12]

Based on definition above, reading skill is the ability to process and understand the meaning of the text and integrate it with what reader knows. Its skill refers to many aspect of reading performing, it caused of activity in during reading.

According to Parel and Jain, reading is an activity for expanding knowledge of language. By reading, students can increase their knowledge of certain subjects.[7]

From the definition above the writer can conclude that reading isn't just an activity that we do like reading and then finishing it but more than that, we must be

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[10] Mikulecky and Jeffries, *Reading Power.* (United States: Pearson Education, 2007),p.74.

[11] Jennifer Serravallo, *Teaching Reading In Small Group,* (USA, Heinemann, 2010),p.43.

[12] Estill Alexander J, *Teaching Reading* (Boston Scott: Foresman and Company, 1988),p.160.

[7] Parel and Jain, *English Language Teaching.* (Jaipur: Sunrise Publisher, 2008), p.113-114

able to understand the content of what we read properly so we can get what we want to know of our reading and also it can increase our knowledge of something.

    b. Kinds of Reading

There are three kinds of reading that can improve skill of reader, they are: Reading aloud, silent reading and speed-reading.

    1)   Reading aloud

Readi ng aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances, the member of the class must listen in order to understand the message. The reader could be asked to lay down the text and the answer content questions from others in the class.

    2) Speed-reading

Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed reading should run side by side where a reader is required not only to read speed faster but also how to understand the idea that express in the passage.

    3) Silent reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrased reading, timed reading and guessing activities are likewise useful. [13]

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[13]J Donald Bowen, Harold Madsen and Ann Hilferty, Tesol *Technique and procedure,* (London Newbury House Publisher Inc: 1985), p.232.

c. The Purpose of Reading

Basically reading activity aims to find and obtain the message or meaning to understand the meaning through reading. According to Anderson, there are seven kinds of goals of reading activities, namely:

1) Reading for details or fact. Reading aims to find or know the discoveries made by the character, to solve the problems made by the character.

2) Reading for main ideas. Read to know topics or issues in reading. To find the main idea of reading by reading page after page.

3) Reading for sequence or organization. Reading aims to know the parts of the story and relationships between parts of the story.

4) Reading for inference. Readers are expected to feel something that writers feel.

5) Reading to classify. Reading this type aims to find things that are not fair about something.

6) Reading to evaluate. So the reading aims to find something success based on certain measures. Reading this type requires comparability by comparing and re-testing.

7) Reading to compare or contrast. The purpose of reading is to discover how the difference or equality of two or more things.[14]

d. Teaching Reading Skill

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning.[15] The

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[14] Dalman, *Keterampilan Membaca*, p.13.

[15]Brown, H. Douglas, *Principles of Language Learning and Teaching*. (London:Longman Publishing Group, 2000) p. 7

teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Experts explained about the term of teaching reading which may be further discussed here. One of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.[16]

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. There are some characteristics of effective English teaching and learning;

1) Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

2) Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.

3) The class should use the variety of seating arrangements.

4) The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached. In the process of the teaching reading, the teacher has

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[16]Nuttall, C, *Teaching Reading Skills in A Foreign Language*. (London: Heinemann Educational Books, 1982),p.29

important role to provide material, technique, and media to make students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioral changes in human being which are due to the experience of emotional as well as intellectual.[17]

The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules.

The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.[18]

c. Aspect of Reading Skill

Readers employ a number of specialist skills when reading or listening and their success at understanding the content of what they see or hear depends to a large extent on their expertise in these specialist skills. We can look at six of these skills below:

1) Predictive Skills

Efficient readers or listeners predict what they are going to hear and read; the process of understanding the text is the process of seeing how

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[17]Brown, H. Douglas, *Principles of Language Learning and Teaching*, (London:Longman Publishing Group, 2000)p.70

[18]Nunan, D, *Practical English Language Teaching.* (New York: Mcgraw Hill,2003)

the content of the text matches up to these predictions.

2) Extracting Specific Information

Very often we read something or listen to it because we want to extract specific bits of information – to find out a fact or two. We may quickly look through a film review just to find the name of the star. We may listen to the news, only concentrating when the particular item that interests us comes up.

3) Getting the General Picture

We often read or listen to things because we want to „get the general picture". We want to have an idea of the main points of the text. When applied to reading this skill is often called *skimming.*

4) Extracting Detailed Information

A reader or listener often has to be able to access texts for detailed information. The information required exactly what does the writer mean? What the precisely is the speaker trying to say? Question like

5) Recognizing Function and Discourse Patterns

Native speakers of English know that when the read or hear someone say. Recognizing such discourse markers is an important part of understanding how a text is constructed. We know which phrases are used by speakers to structure their discourse or give them „time to think". We need to make students aware of these features in order to help them to become more efficient readers and listeners.

6) Decoding Meaning From Context

The other important sub-skill has already been dealt with. One of the things we can do for students is to help them to develop their ability to

deduce the meanings of unfamiliar words from the context in which they appear.[19]

d. Teaching Reading Skill

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as gray in ParelandJane's statements.[19] Kimble and Garmezyin brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.[20] –According to Nunan, many reading instruction programs more emphasize in testing reading comprehension than teaching reader how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the necessary adjustments when meaning neither is nor obtained‖.[21]

Cognition can be defined as thinking. Metacognition can be defined as thinking about someone's thinking. In order to teach for comprehension, readers should monitor their comprehension process and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. It is an excellent technique for engaging students in meaningful cognitive and metacognitive interaction with texts and for assisting students in the process of constructing meaning from texts.

This activity is to be done during the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in

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[19]Parel and Jain, *English Language Teaching* (Jaipur: SunrisePublisher, 2008), p. 114.

[20]Douglas, *Principles of Language andTeaching*(New York: PearsonEducation, 2000), p. 75.

[21]Nunan, *Language Teaching Methodology* (Sydney: PrenticeHall, 2003), p. 76.

order to make sense of what is being read.[22] Students learnt to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

3. **The Concept of Perception**

   A. Definition of Perception

      Perception is the interpretation of what is sensed. For example, the information about physical events that contacts the ears may be interpreted as musical sounds. It can be concluded that perception is the process of interpreting information through human's sense organ system.[23]

      Perception is the ultimate source of knowledge about contingent facts. We know about our surroundings because we are able to experience them through perception; we know about scientific phenomena because they are observed. Perception is biological process because to be perceived any information about events in the world, it must be registered by the sensory nervous system.[24]

      Perception conscious experience that results from stimulation of the sense. Because perception is something you experience constantly, knowing about how it works is interesting in its own right. To appreciate why, consider

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[22]Nunan, *Language Teaching Methodology,* p. 75.

[23]John W. Santrock, Life Span Development, 13th Edition, (New York: McGraw-Hill Companies, 2011), p. 132.

[24]Randolph Blake at al, *Perception,* Fifth Edition, (New York: Mc-Graw-Hill Companies, 2006) p.02

what you are experiencing right now. If you touch the page of this book, or look out at what's around you, you might get the feeling that you are perceiving exactly what is ‒out there‖ in the environment. But one of the things you will learn as you study perception is that everything you see, hear, taste, feel or smell is the result of the activity in your nervous system and your knowledge gained from experience.[25]

Further, Adediwura and Tayo show the process of having perception as as follows:

That every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it it drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness.[26]

From this point of view, it could be inferred that perception cannot be done in vacum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention. Perceptionn

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[25] E. Bruce Goldstein, James R. Brockmole *Sensation and perception* Tenth Edition, (Cengange Learning products, represented in Canada by Nelson Education, Ltd. 2017) p. 04

[26]Adediwura, and Tayo. *Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools*. Educational Research and Review Vol.2 (7), 2007.p: 165-171.

is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that object.[27]

Perception can be basically defined as a belief or opinion that held by people base on how thing seems. It means that there is a possibility of having different perception about the same thing among people, based on how they look that particular thing. According to Chaplin,[28] perception is a process to know something through human sense, which involves awareness of people's belief about something. Similarly, Gibson ,[29] proporses the term perception as the cognitive process that individuals use to interpretation and understand the world around them. He adds that perception is a conscious mental process of observing, comprehending and responding a particular thing, in which person tries to translate the signals that he or she receives.

Perception is also defined as the process organizing and interpreting some stimulus toward some phenomena in the environment, it involves memory as a part of a cognitive process, and it more than an activity of simply seeing something. From these theories, it can be said that perception is an understanding of some stimuli that appear around us.

Perception involves experience which does not only refer to sets of past events but also refers to what human beings are constantly at work trying to make meaning of what is going on around and within them.

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[27] Akande, Samson Onyeniyi. *Knowledge, Perception, and Attitudes of Library Personel Towards Preservation of Information Resources in Nigerian Federal University Libraries*. Library Philosophy and Practice (e- journal). 2009.

[28]Chaplin, J.P. *Dictionary of Psychology*. New York: Dell Publishing Co.Inc.1968.

[29]Gibson, J.L. *Psychology*. Texas: Business Publication Inc. 1985.

Boore also argues that after getting events (or what is previously said stimuli) from the world, people, in turn give those events meaning by interpreting and acting upon them. Refreshing to the study which will be conducted , instructional media are regarded as something that stay among the English teachers and become what they are working with everyday. Thus, the perception here (indeed what each teachers has) plays a role as a standard of measuring the efficiency of the implementation of instructional media in language learning. In other words, we can say that English teachers' perceptions are needed to judge whether the instructional media is worth or worse in English language teaching process.

As mentioned before, perception involves experience in it, and according to Vernon,[30] There are three dimension of perception based on one's experience. They are understanding about the object, the view nd the action toward the object. It means that when we want to explore someone's perception, those three dimension are the basic components to deal with.

a. Indicators of Perception

The decision makers in your audience use three senses to evaluate you and your credibility: sight, hearing, and touch. That is, their perception of you is formed by how they see you, hear you, and feel about you. I call these the Visual, Vocal/Verbal, and Relational Factors of perception.

1) First, the Visual Factor considers how the audience sees you. The goal is to hone your body language, dress, appearance, grooming, executive presence, the room setup, and environment. You need to be

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[30] Vernon, M.D. *The Psychology of Perception*. Middlesex: Penguin Books.1987.

intentional and conscientious about everything the decision makers see in order to craft a positive perception through their eyes.

2) Next is the Vocal/Verbal Factor—how your audience hears you. The objective in this area is in teaching your voice tone, vocal variety, and use of persuasive words and phrases while applying persuasive logic to your presentation structure. The goal: Every word and phrase you say reinforces the audience's perception of you as authoritative, intelligent, and well prepared.

3) The third sense, touch, is the basis of the Relational Factor. It refers to how the audience feels about you. Do you and your message ‒touch‖ them in a meaningful and positive way? This factor includes physical touch (giving a confident handshake, for example) as well as emotional touch (such as developing rapport and creating a positive connection with the audience). Your audience focus, customized message, friendly demeanor, humor, and attention to detail create trust and emotional appeal.[31]

From the explanation above, the researcher concluded that perception is persons' understanding from what they see, listen, feel and experience from event they experienced from their environment.

Another theory mention that, Someone's perception towards one object is influenced by some factors. those factors are the following:

1. Object is perceived

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[31]Stephen P. Robin, *Perception and Individual Decision Making (Chapter 6)* . Second Edition, (Cengange Learning products, represented in Canada by Nelson Education, Ltd. 2017) ,p, 67

Stimulus object raises the sensory organs or receptors. Stimulus not only can come from outside the individual, but it can also come from within the individual itself. In fact, the bulk of the stimulus comes from outside the individual.

2. Sensory organs, nerves, and central nervous system

Sensory organs or receptors are some means to receive the stimulus. Besides, there should be a sensory nerve as a mean to continue the stimulus received by the receptors to the central nervous system.

3. Attention

Realize the perception, someone needs attention which is the first step as preparation in order to perceive the object. Attention is a centralization or concentration of all individual activities toward something or objects.[32]

b. Aspect of Perception

1) Understanding

Understanding involves a process of selecting and organizing information. This particular information is integrated with prior knowledge. In addition, Gardner in Wiggins,[33] formulates understanding as a sufficient grasp of concepts, principles or skills so that one can bring them to bear on new problems and situations, deciding in which ways one's present competence can suffice and which ways on my require new skills or

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[32] BimoWalgito, *Pengantar Psikologi Umum,* (Yogyakarta: Andi, 2004) p. 89-90

[33] Gardner in Wigginss*, Educative Assessment*. (San Fransisco: Jossey-Bass Publisher.1998.)

knowledge. Wiggins himself states that understanding is not a sudden ‒Aha!‖whereby we go from ignorance to deep understanding.

Based on those definitions, it can be assumed that understanding is the awareness of the connection between the individual pieces of information.

2). View

According to Ramsey, The word view refers to the way of thinking about something. Defines view as a judgement based on fact. It is an honest attempt to draw a reasonable coclusion from the factual evidence. Ramsey argues that view is potentially changeable depending on how the evidence is interpreted. A view also can be regarded as a opinion.[34]

3). Action

Action can be simply defined as something that we do. It involves the use of five senses and bodily movement, like the acts of seeing, hearing, touching, tasting, and smelling. According to Dretske, action is causal process that begins with intentions that actualized in a form of bodily motions that eventually influence the environment. Action involves the subject of motion, the target of action, and the causality that connects them.[35]

c. Factor Influenced Perceptions

A person's perception does not arise simply; there are certainly factors that affect him. David Krech and Richard S. Crutchfield referred to it as

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[34] Ramsey, F.H. *The Little Brown Handbook*.(Boston:Little Brown.1986.)

[35] Dretske, F. Explaining Behavior. (Cambridge, MA: MIT Press.1988.)

functional factors, situational factors, structural factors, and personal factors.

1) Functional Factors

Functional factors are personal factors. For example, individual needs, age, past experiences, personality, gender, and other things that are subjective. Functional factors that influence this perception are commonly referred to as Reference, while in communication activities, the referral framework affects how people give meaning to the messages they receive. For example, a communication expert will not give any understanding if a medical expert talks about non-tissues, liver or heart because the communication expert does not have a reference framework to understand medical terms. When viewed from functional factors, what determines perception is not the type or form of stimulus, but the characteristics of the person who responds to the stimulus. Krech and Crutchfield formulated the first proof of perception: selective perception. This means that object objects that come under pressure in our perception are usually objects that meet the goals of the individual who performs the perception.

2) Personal Factors

Personal factors that influence people's perception of us or vice versa are experiences and self-concepts. Personal factors influence a lot in interpersonal perception not only on interpersonal communication, but also on interpersonal relationships. Some personal factors consist of experience, motivation, and personality. In personal factors that affect it, as described above, among others are as follows:

a) Experience

Experience affects the carefulness of perception. Experience doesn't always go through the learning process Formal. Our experiences also add up through the series of events we have faced. This is why a other immediately sees something wrong on her child's face or on other kinesthetic clues. Mothers are more experienced at perceiving their children than fathers. This is also why it is more difficult for us to lie in front of the person closest to us.

b) Motivation

The constructive process that colors interpersonal perceptions also involves a lot of motivational elements.

c) Personality

In psychoanalysis is known *projection,* as one way of defense of the ego. Projection is

Unconsciously naturalize subjective experiences. On interpersonal perception, people attach themselves to other people's traits that are in him, which he doesn't like. Clearly, people who do a lot of projections will not carefully respond to the persona of stimulus, even obscure the true picture. On the contrary, the person who accepts himself as he is, the one who is not burdened with feelings of guilt, tends to interpret others more carefully.

C. Conceptual Framework

The main focus of this research will be the students' perception of constructive approach toward teaching reading skill. The researcher draws the theoritical framework as follow:

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                  ┌─────────────────────────┐
                  │  Constructive Approach  │
                  └─────────────────────────┘
                               │
     ┌──────────────┬──────────┴──────────┬──────────────┐
     ▼              ▼                      ▼              ▼
┌──────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│Information-│  │   Social     │  │   Radical    │  │ Interactive  │
│processing │  │constructivism│  │Constructivism│  │Constructivism│
└──────────┘  └──────────────┘  └──────────────┘  └──────────────┘
                               │
                               ▼
                  ┌─────────────────────────┐
                  │    Teaching Reading     │
                  └─────────────────────────┘
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        │ Constructive Approach in Teaching Reading Skill│
        └──────────────────────────────────────────────┘
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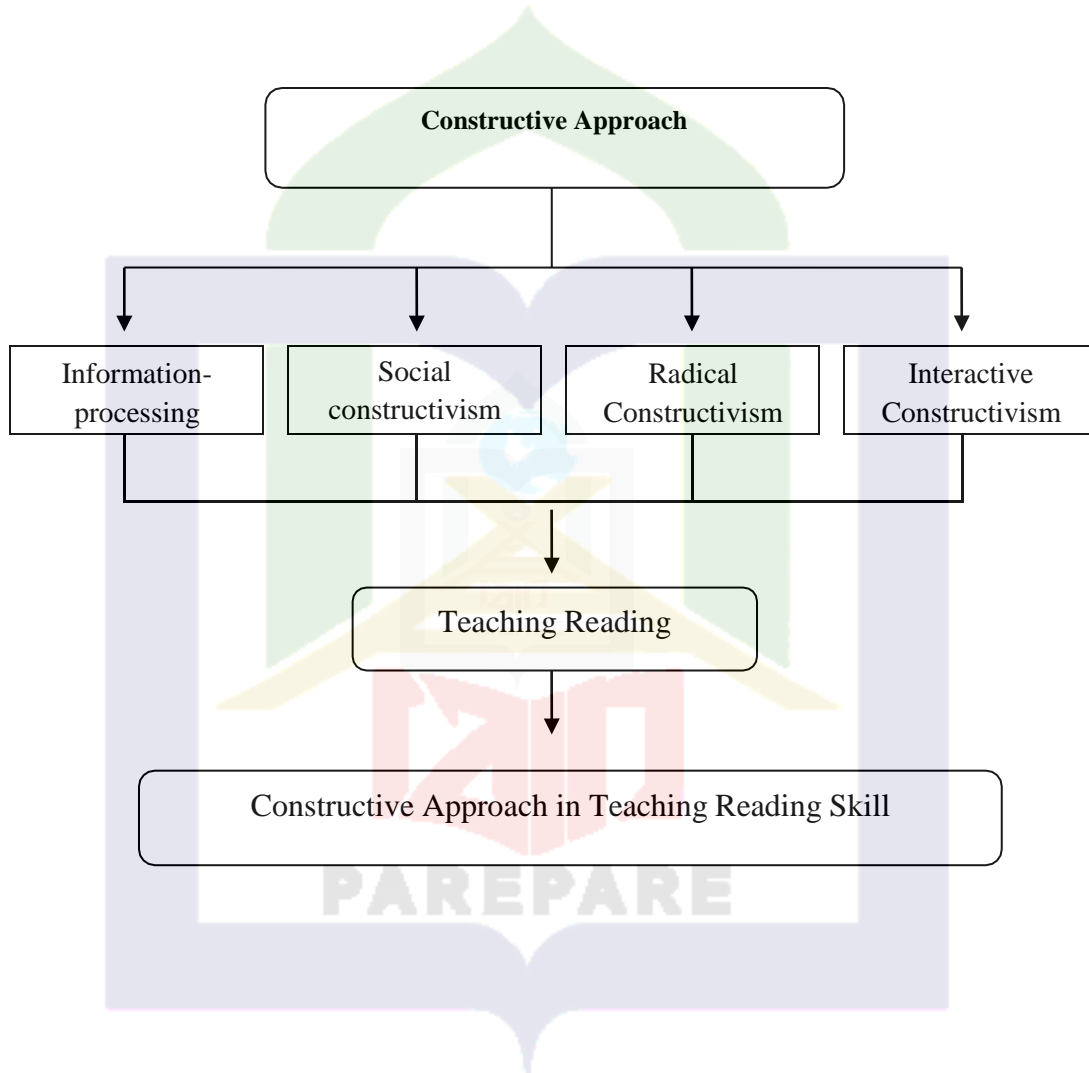
D. **Definition of Operational Variable**

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research. [29]

This research has 2 definitions operational namely:

1. The researcher also research about the students' perception of constructive approach toward teaching reading skill.

2. Constructive approach basically already being implemented by the teacher toward teaching reading skill..

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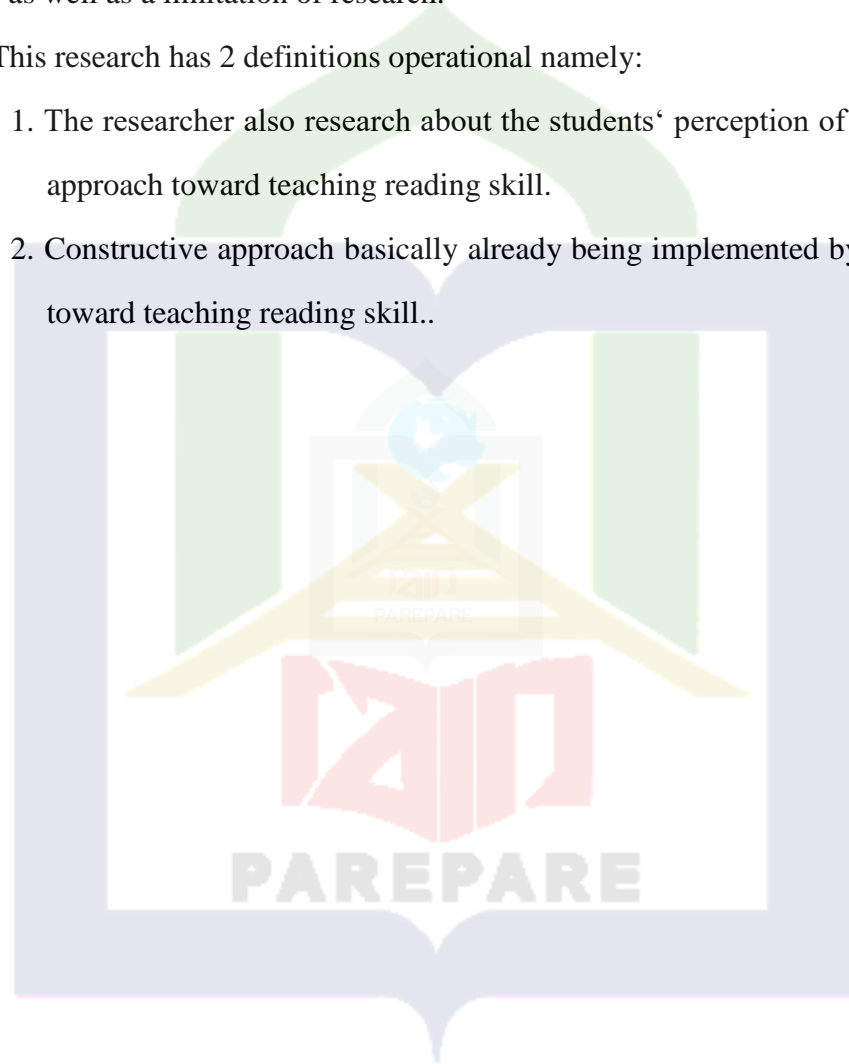
[29] Marzuki, *Metodologi Riset,* (Yogyakarta: Hanindita Offset, 1983). P. 55

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative design; It used to understand the phenomenon by addressing the question based on the theory or ideas directly to the source of information. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures that the respondents paint.[1]

B. Location and Time

The researcher conducted this research at Second Grade of SMAN 4 Parepare. In this research, the researcher interviewed the sample directly and spent 45 days including of analyzing data.

C. Respondents

The participants of this research took the students at second Grade of SMAN 4 Parepare because this class already taught by this approach.

The researcher used simple random sampling technique. The researcher considered in choosing this technique sampling because the researcher wants to gain the deep information with the proper subjects that have deep understanding and capabilities. In sum, the participants' numbers were 20 students.

D. Research Instruments

1. Observation

Observation is used to collect more data from the respondents. The researcher did an observation towards the teacher teaching process. This observation

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[1]Setiadi, Ag, B, *Metode penulisan untuk pengajaran bahasa asing:pendekatan Kuantitatif dan Kualitatif*,(Yogyakarta: Graha Ilmu, 2006)

aimed to clarify the valid result of the teacher learning process at class. The Observation guide used to guide the researcher to conduct this observation that is helped for result validity.

2. Interview

Interview help the researcher to achieve subject's opinions and/or feelings about a certain topics, even or action in a highly personal and detailed level; this instrument is used to find the students perception

Table 3.1 Indicator of Interview

No	Topic Interview	Item
1	Information-processing	1,2
2	Social constructivism	3,4
3	Radical Constructivism	5,6
4	Interactive Constructivism	7,8

E. **Technique of Data Analysis**

1. Analysis Interview

An interview was a form of verbal communication or a kind of conversation that aims to obtain information.[2] An interview was a form of verbal communication that aims to obtain information. The main point was to have a better communication in order to gain deep information from the subject of the research. A semi-structured interview applied in this research to find out the educational moral value reflected in the Helen killer movie. In general, qualitative research in many data analysis using

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[2]Nasution, *Metode Research (Penelitian Ilmiah*, (Jakarta: PT Bumi Aksara 2016), p. 11

analytical model referred to as interactive data analysis method.[3] There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification. Those activities were shown in the following picture

a) Data Collection

This first part is one of the main points in doing a qualitative research. Collecting data simply means to gather all the related and supported info, material of the research. This include: observation, interview record, supporting data, journal and others. Observation is a data collection technique by doing a proper research, taking field notes in systematical terms.

b) Data Analysis

The large amount of data should be analyzed with deep and analytic. Due to this condition, before conducting the data analysis, data reduction should be in the first place. This mean, summarizing, dividing the main points, focusing on the important information, find the theme and the pattern. The data that has been summarized will be easy to be analyzed with a clear view of the information. This will help the researcher to find out the lack of the data to complete the research. In analyzing data or reducing the data, the researcher will be guided by the aim of the research which is the findings.

c) Data Display

After conducting the data reduction or data analysis, the next step will be displaying the data. In qualitative research, displaying the data can be

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[3]Sukardi, *Metode Penelitian Pendidikan,* (Cet XI; Jakarta: PT Bumi Aksara, 2004)

performing in short explanation, chart, connection among the categories, and flowchart. the common way to display the data in qualitative research is narration form.

d) Conclusion

The last step in analyzing the qualitative research is conclusion and verification. This may answer the research question from the previous chapter or not because it is still temporary and will be developed during the research. The conclusion in qualitative research is   based on the new findings. Verification process will be done with help from   the subject of the research and the expert.[4]

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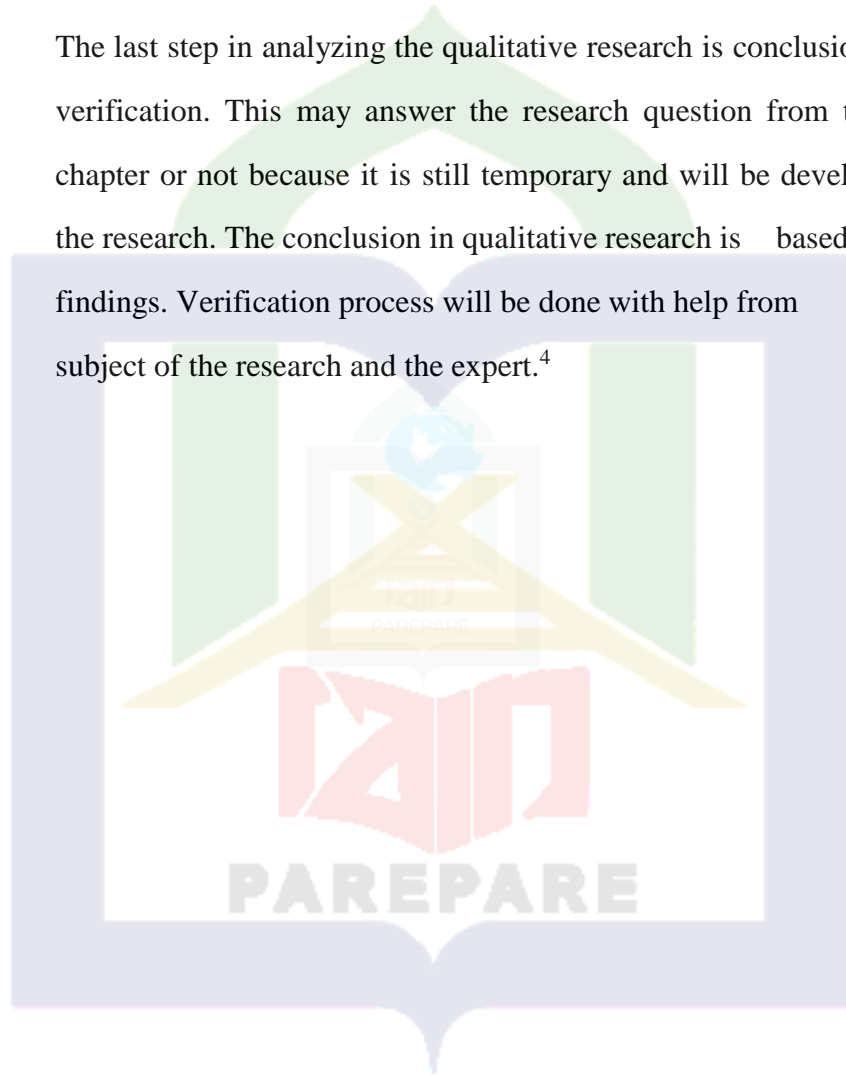
[4]Ary, Donal,et all, *Introduction to Research in Education (Eight Edition),(*USA: wordworth group, 2010)

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

Findings becomes the most important and crucial part. Before this section, the researches first did reduce the data from the interview result. The following are the findings of this research.

Data from interviews claimed to be able to answer the first problem of this research, namely students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare. This is a more detailed explanation of the role of constructive approach toward teaching reading skill at SMAN 4 Parepare. The researcher showed the result of interview data as follow below:

Researchers conduct the interview from online accessed considering the situation of the word caused of Pandemic covid-19. The researcher interview 18 students which already taught by constructive approach which also become the criteria of the research, this total of students not for all sample because several technics become the problem in interview access.

Then the researcher displayed while reduced the data as representative follow below:

1. Information Processing

Several question asked by the researcher for the students which referred to the interview guideline, the researcher showed the result of the interview data as followed below:

The first interviewed asked about the students perception toward the teacher performing specially for delivering the materials by followed constructive approach, the students stated that:

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"I think the learning done by Mrs. 000 is quite good because we are more active in class too, sometimes it is still difficult to understand the teachings."

Another student stated that:
"Mrs. 000's way of teaching is quite interesting because we are always asked questions so there are more question and answer sessions so we are more proactive."

Based on the short interviewed, it showed positive respond from the students, this kind of approach showed more effective used this approach, while giving more question to the students.

Another statement said:
"Learning to read is good because we teach reading and then we are asked and given good topics like current topics. "

"I think the English class is quite good so we understand the material well, so this is really good too. "

"Studying is actually sometimes difficult because online is difficult, usually the teacher only teaches via Zoom once a week."

The statement above proved the students that, they were more attractive after teaching by this approach, which also become several problem, the teacher taught this approach in online class, even several students thinks that, this approach looks as general approach, but specifically this approach showed very good approach.

Students stated that:

"The teaching material is rich in what happens among us, rich in stories and artists that we idolize, so it's very enjoyable to read like that."

"Sometimes it's still like that, because we learn online and online is really difficult."

This approach even implemented in online class still is effective for all students, this approach focused on deep materials delivered to the students.

"I feel happy with the English material because the material is relaxed and then it is easy for us to understand, because the teacher teaches it in a relaxed manner."

"It's quite fun because we can express our opinions if we are taught this."‖

The statement of the students showed in great responses about the using of constructive approach in teaching reading skill at online classes.

2. Social Constructivism

Perspective of social constructivism, the term constructivism emphasizes that knowledge is constructed from the process of interaction between the individual and the environment. This process takes place in the individual's own mind, in that the major concerns are cognitive self-organization and analyses of the individual learner.

Learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand, revising and reinterpreting old knowledge in order to reconcile it with the new. Thus, constructivism is a way of making sense by active interaction among learners for meaning negotiation and knowledge construction. In this learning paradigm, students share control with instructors and the instructors act as facilitators to support student learning.

It showed from the students' statement on interviewed that:

"In my opinion, it's very good because this lesson is easier to understand when it relates to everyday life."

"It's easier for me to understand the material if it's related to daily activities."

"It's easier for me to understand the material if we can read it around us, because that's the good thing if the material is in English."

The students respond great when the researcher stated the question of social constructive toward the students.

"It's very good because, for example, if we read about sports, it's really good, so I can understand the hobby later."

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"It's very good because, for example, if we read about sports, it's really good, so I can understand the hobby later."

"We also don't emphasize the material being taught."

"As for me, Sis, it would be great if it was like this, so we don't have to worry

about the material, we'll just look for new material to read ourselves."

The statement above proved that students very often to read something or listen to general reading text. it because when we want to extract specific bits of information – to find out a fact or two. We may quickly look through a film review just to find the name of the star.

"If it were me, Sis, it would be very good if my own experience was explained or used as an example of teaching material."

"Personally, I agree that the material comes from your experience."

Students basically agreed for conducting experience for the deep materials in teaching. We may listen to the news, only concentrating when the particular item that interests us comes up. Those statements which really important to be known for the teacher when they want to delivered the materials of reading text.

3. Radical Constructivism

Radical constructivism posits that truth is an ideal coherence of our rationale and belief of acceptance of one another. Nevertheless, the coherence is established individually based on different perspectives and lived experiences. Students have their own beliefs of what is right. Students themselves initiate the integration of the fragments into complete conceptual harmony.

This step of approach which students in this learning environment share a unique experience that is generated in an individual way based on their culture and social background.

Students stated that:

"It's really good if the material is rich in everyday life, like that event on August 17th, it's like something that's been done before."

"Actually, I also think it would be good if the teaching material was rich like that"

Those statements become very important to notice because it's become the indicator of the teaching approach, the configuration between the social aspect and

teaching media become very important for the teacher.

> "I also agree if the teacher explains a lot of material that is related to daily activities."

> "Sometimes it's good, sometimes it's not good for me, it really depends on the material."

This experienced is very crucial materials which really impact to the teacher and student in their reading process, which also very great things which really important to be known as teacher in teaching specific materials.Materials developed by the teacher must considered the aspect of the students which also become very important, for example, the materials is about the story of certain things, which also very great when the teacher explained the story of specific person ho are possible known by the students in general.

4. Interactive Constructivism

Interactive model of learning also become the indicator of the teaching reading. This description of learning is different from the ones proposed by social and radical constructivism. "learning in which dynamic interaction of prior knowledge, concurrent sensory experiences, belief systems, and other people in a sociocultural context lead to multiple interpretations that are verified against evidence and privately integrated (assimilated or accommodated) into the person's knowledge network.
It stated that:

> "The interaction between the teacher and the students is quite good because the teacher always asks the students questions when they are learning."

> "Very good, Karen Ibu 000 always asks questions about the material, sometimes telling stories and sometimes joking, so the material doesn't seem too stiff."

The interaction which built by the teacher in classroom much be attention with specific method in teaching, it really help the students in focusing on students

performing.

> "For me, it's really good, because communication between teachers and students is quite good because we are related to the same thing called reading."

> "Indeed, it's like always being taught by Mrs. 000 because we always have questions and answers at the end usually."

This approach really important to be applied in every classroom activities, which become very important, teacher must have very great communication in this term.

Interactive constructivism posits that instructors act as facilitators, which is similar to the commonly expected role of teachers in the general concept of constructivism. Through the encouragement of facilitators, students make sense in short-term memory and store knowledge in long-term memory in interactive-constructivism, in that complex interaction.

Those all statement above were the result of the students interview in whatsapp application which really important. The result of the data interview had been validity in processing of the result of research.

B. Discussion

After drawing some information from the previous section of this chapter, the researcher provides more information about this study in this section. This study was conducted based on qualitative method. The researcher analyzes then describes the result. This section described the data from the above findings. The first part describes the procedure of collecting data which is showed for interview. Then from these domains, the students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare.

It can be seen, students performing was rated high respond when it came to classroom use several observation. Their showed high dependence is seen as a

natural thing considering the main goal of learning is limited because of the current situation. It is analyzed that the teacher's need for the existence of material resources is very much needed. In the Covid-19 situation, some teachers argued that the material presented online had not been fully effective and relevant.

The teacher thinks that constructive approach was a great approach in teaching second language which should be learned in way in which first language was acquired – by total immersion technique. It less time and opportunity in schools, compared with small child learning his mother tongue. First language learning is essential part of child's total growth of awareness of world around him.

Constructive approach in this teaching reading showed good perception among the students, if there is a word that is difficult to understand by students, the teacher can be interpreted by using real phenomena which become the indicator of this approach. The teacher applied that the Constructive approach has one basic rule: No translation is allowed. It means that the teacher should not translate when she teaches about the material.

The teacher in this school showed characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of reading a technique. These principles are seen in the following guidelines for teaching reading language.

Several students just shock in the class when researcher observing the process, students may skip some element of the teacher introduction as appropriate in constructive approach; become aware of student's reading abilities, so they are not give attention too much review. If Student immediately shows recognition and knowledge, move to next element.

Teachers introduce reading materials which focused on target language word

or phrase to the students and there is no mother tongue. Therefore, the role of the teacher is as instructor because the teacher stimulates the students in their reading activities which also the meaning of words through the use of regalia, pictures, or pantomime. The teacher is also a facilitator because they facilitate the students with the target language.

The students showed good perception which becomes the source for the students to know the meaning of the text in target language. The teachers provide information of the reading which including the culture consisting of the history of the people who comes to the reading text. The teacher is the partner of the students. And they also must do an interact with the students a lot, asking them questions about their experiences and many other sources which relevant topics and trying to understand context of the reading text.

The teacher also has become very great in teaching by using this approach. It can be the monitor of the students. She watches the students' progress in reading activities. The teacher has the students self-correct by asking them to make a choice between what they felt and their argumentation after reading the text.

These all statement representative of students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare, the students showed positive perception on using constructive approach toward teaching reading skill at SMAN 4 Parepare. The teacher and the students are more like partners in the teaching/learning process. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing ‒cloze‖ exercises were the order of the day. The students' role in Constructive approach is the active learner. They are active in exploring new words, expression, etc. in target language. In Constructive approach, the students observe the target language used by the teacher in teaching

reading and they try to get the meaning based on the text that given or taken own self and then they will practice the target language they observed and they use it to communicate with their friends and teacher in classroom.

For supporting this research, However, many teachers did modify the Constructive approach to meet practical requirements of own schools, implemented main principles, i.e. teaching through oral practice and banning all translation into target language. Obviously compromise was needed, it may cause of students hard and difficulties in using this method in their learning activities.

Based on the explanation above, it may see that, students in their learning role at Constructive approach for EFL learning, it may see that, teacher showed in many various perception on using this method.
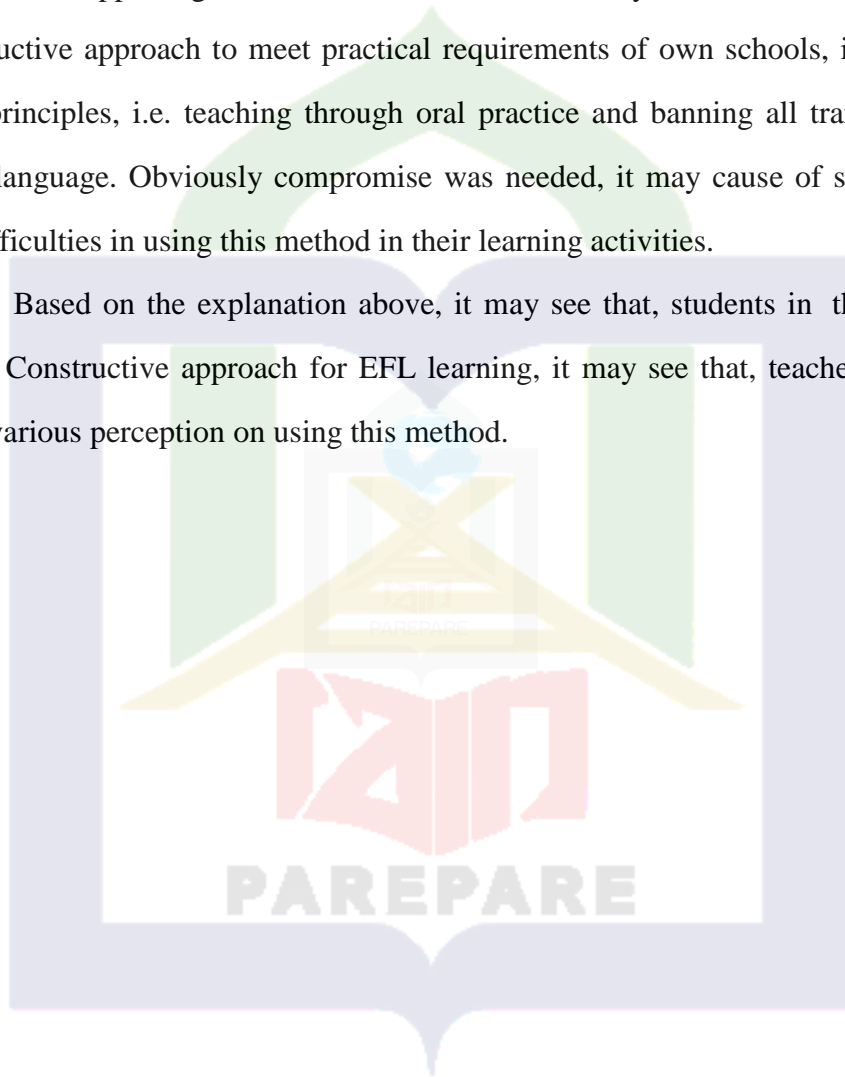
CHAPTER V

CONCLUSION

A. Conclusions

In the first chapter of this research, it is known that there is a main purpose of this research. That is students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare. The conclusions are presented below:

Students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare. This has been answered by interview data. Based on the data, the students which become sample at SMAN 4 Parepare who answered their interview considered that constructive approach toward teaching reading skill was effective. In consideration which referred to the several aspects; Information, social, radical and interactive constructivism. So, from the explanation above, the researcher concludes that students' perception of constructive approach toward teaching reading skill at SMAN 4 Parepare is good perception which also showed effective approach..

B. Suggestions

The researcher believes that this research may contain some mistake in technically the methodology or data analysis, the researcher to give more attention to this very crucial matter. As researcher realize that this work still far from the perfection, further comments or advice is very welcome.

For teachers, he or she can take advantage and benefit from constructive approach toward teaching reading skill at Junior/senior school. And think of alternative ways to improve teaching and learning practices.

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APPENDICES
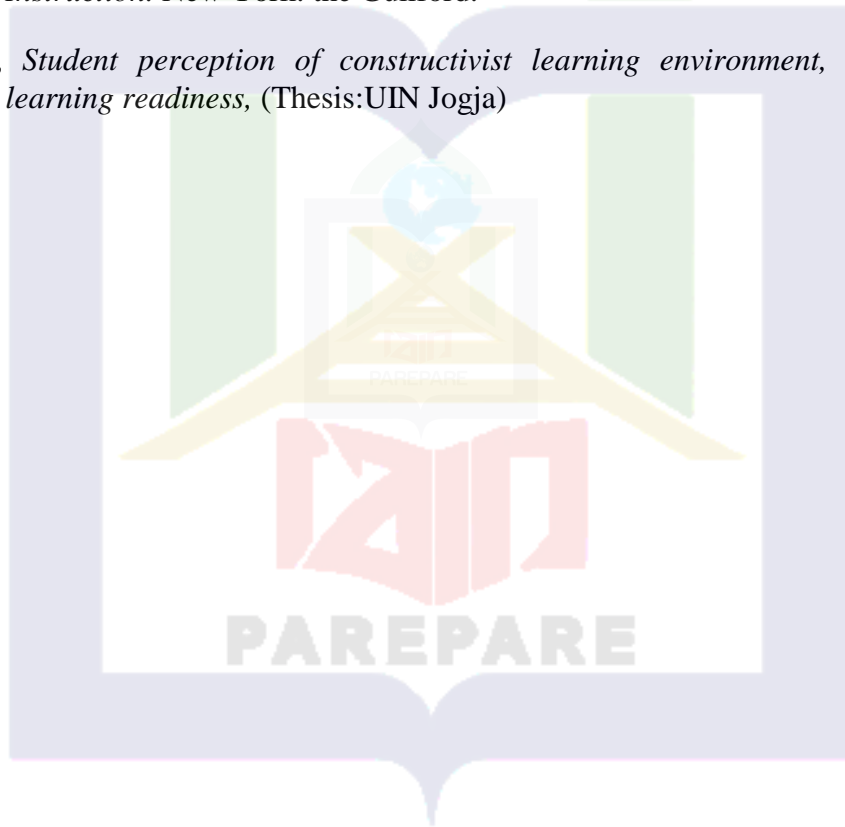
Appendix 01 :Interview

No	Pertanyaan
1	Bagaimana pendapat anda tentang pembelajaran Bhs inggris dikelas ?
2	Apakah anda merasa senang dengan metode mengajaran yang dilakukan oleh guru?
3	Bagaimana pendapat anda jika guru menghubungkan materi reading dengan pengalaman anda, apakah itu membantu anda dalam memahami materi?
4	Bagaimana pendapat anda jika guru memberikan materi yang berkaitan dengan pengalaman anda?
5	Apakah anda senang jika materi yang diajarkan berkaitan dengan kehidupan sosial? Jelaskan
6	Bagaimana pendapat anda jika guru memberikan contoh yang berkaitan dengn kehidupan sehari hari saat belajar Reading? Jelaskan
7	Bagaimana pendapat anda jika guru menyuruh anda untuk saling menjelaskan materi saat belajar reading?
8	Bagaimana pendapat anda mengenai komunikasi interaaksi guru saat belajar reading?

IV

Appendix 02: Administration

CURRICULUM VITAE

Sri Ulfa Ramadhanii, her short name is Ulfa, the writer was born on 16ᵗ February 1996 in Rappang, south Sulawesi. She is the first child from two children in her family, her father's name is Abd Hamid and Her mother's name is Hj Nursiah, She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2002 at SDN 6 Rappang and graduated on 2007, while at the same year she study in SMPN 1 Rappang then continued her study in SMK Darussalam Makassar and graduated on 2011. Then continued her study at Tarbiyah Department of STAIN Parepare and completed her study with the title ‒Students' Perception of Constructive Approach toward Teaching Reading Skill at SMAN 4 Parepare‖