

# CHAPTER 1

## INTRODUCTION

### 1.1 Background Of Study

Readers engage in the process of reading in order to decipher the writer's intended meaning from written language or words. a procedure that needs a group of words that make up a single unit in order for them to be viewed quickly and for the meaning of each word to be understood. The reading process will not go smoothly and the explicit or inferred message will not be grasped if this condition is not met (Cahyani, Isah: 2018).

Reading requires thought. Readers must first comprehend the words and sentences they come across through the previously described processes of association and exploration in order to be able to understand reading. Finally, draw a connection between the reading material's propositional contents. He needs to be able to think methodically, logically, and creatively because of this. Proceeding from this conclusion, readers are free to assess what they have read. Critical thinking abilities are necessary for activity assessment (Tampubolon, 2018). Reading is the process through which writers and readers exchange written words. There are essentially three: linguistic, emotive, and cognitive. According to Tambubolon (2018), language behavior relates to the child's language, cognitive behavior refers to thinking, and affective behavior refers to feelings.

Reading differs from speaking and writing in that it involves re-encoding and decoding, or the process of recording and decoding, from a linguistic perspective. The process of decoding involves converting writing or print into

meaningful sounds in order to link written words with the meaning of spoken language, or the meaning of speaking.

Tambubolon (2018). There are different goals when it comes to reading, according to Burns et al (in Herlina, 2019).

Reading comprehension is one kind of reading that may be utilized to learn about science and technology. For instance, the goal of reading comprehension is to gain insight or knowledge from the text as a whole so that readers can make connections between previously learned and newly discovered material. Dalman's (2014: 87) assertion that reading comprehension is a higher level reading skill lends credence to this. When readers are expected to be able to comprehend the reading's content, they are reading cognitively, or reading to understand. This process is known as reading comprehension. Following reading the material, readers can communicate the outcomes of their reading comprehension by summarizing it in their own words and communicating it both verbally and in writing. Thus, the most crucial The goal of teaching reading comprehension to pupils is to help them comprehend the material they are reading.

The communicative approach is a method that seeks to build sympathetic language abilities in reading, writing, speaking, and listening while making communicative competence the ultimate goal of language acquisition. The communicative method focuses language instruction on learning goals that highlight language's role as a tool for communication. Reading exercises lead to communication, specifically in the form of pupils' comprehension of the

concepts presented in the text. Interaction relies on comprehension, which is impacted by a number of reading-related factors. The process of reading requires the ability to recognize words. Sounds that are symbols also play a role in understanding. Students are required to interpret the texts they read. In addition to pronouncing words correctly, students comprehend what they read. In reading exercises, pronunciation is crucial, but reading calls for more than simply accurate pronunciation.

a method that seeks to develop sympathetic language skills procedures (listening, speaking, reading, and writing) and to make communicative competence the ultimate goal of language learning. The communicative method focuses language instruction on learning goals that highlight language's role as a tool for communication. Reading exercises lead to communication, specifically in the form of pupils' comprehension of the concepts presented in the text. Understanding is a prerequisite for communication, and it is impacted by a number of reading-related factors. The process of reading requires the ability to recognize words. Symbols are also used in understanding itself. (1) Professional reading teachers have an impact on students' learning; (2) comprehension is a social constructivist process; and (3) proficient readers have a strategic and active role in society. the reading process; (4) reading needs to take place in a meaningful context; (5) students learn the advantages of reading a range of texts at different grade levels; (6) the growth of comprehension and learning influences reading comprehension; (7) inclusion is a crucial component of the understanding process; (8) reading strategies and skills can

be taught; and (9) dynamic assessment is announced for the learning of reading comprehension.

As of right now, the reading learning pattern is still based on a conventional method. Here, the teacher asks questions regarding the reading after only allowing a select group of pupils to read aloud or repeat in silence. It is not allowed for students to get additional reading instruction. As a result, there is variation in the reading proficiency of the kids and subpar comprehension. Then, media is not used in the educational process. Utilizing engaging material will influence students' attention spans. This issue is exacerbated by the lack of diversity in the teaching strategies employed by educators, which makes reading instruction monotonous and causes pupils to get disinterested in listening to the teacher explain things.

Early childhood education has a number of benefits, one of which is that pupils can learn more effectively and absorb more information through engaging activities, particularly those that use images, colors, acting, music, and social interactions with other students. pupils as a whole. Second, compared to knowledge acquired as adults, that acquired during our school years will remain in our memory for a longer period of time. In Indonesia, English language instruction has been provided. Education during the Taman Siswa era was primarily concerned with the development of students' social, cognitive, and physical skills. Students are now actively participating in their academic growth. Their capacity for analysis will only grow as they age. in the context of globalization. For example, in the current world, we will tangentially interact

with almost everything that exists. We need to become fluent in the language in order to avoid falling behind. You may call English a global language because it is spoken as a first or second language in practically every nation. We are Indonesian native speakers and do not speak English as a second language. Thus, we must first study English in order to be able to master it. It is best for us to start learning English at a young age. We can simply instruct in whole English. When pupils utilize English as a whole, they are able to comprehend both what they read and hear in the language, and are able to write and convey their thoughts in English. English is best taught from a young age. The rationale is that language is absorbed more easily in students since their minds are still young. The ability of students to absorb language is highly effective (Sansif, 2019).

In addition, Cameron (2020) stated that children learn foreign languages depending on what they experience. There is an important connection between what and how children think, and what they learn. The wider and richer the language experience given to children, the greater their desire to learn. Language learning is a big part of a child's experience. Language is used to ensure children have experience in lessons that will develop speaking skills. Thus it can be concluded that children have different needs. Apart from that, not all students are the same and do not learn in the same way because each student has a unique way of learning.. A teacher must be able to see the student's level of maturity and readiness in receiving lessons and must be able to process and adapt the material to the student's circumstances.

Since there is essentially no time constraint when utilizing song media to teach English, songs are utilized as a strategy or medium in the language learning process. This means that students can use songs as language input as much as they like, whenever they want, and both at the same time. either outside the classroom or inside the classroom. Naturally, they pick up English rapidly and have fun doing it. Effective use of songs to teach English requires consideration of a number of factors, including (1) the proficiency level of the students, (2) the type of song some songs are not appropriate for use as learning tools due to poor or incorrect pronunciation, for example), and (3) the difficulty level (language complexity). Since there is virtually no time limit when utilizing song media to teach English, songs are utilized as a strategy or medium in the language learning process. This means that students can use the content contained in the song. The needs of the class can be met by using a variety of song kinds. Songs that are suggested for learning, counting, activity, animal, and food songs (risk, 2020)

The phenomenon of problems in implementing language learning is an illustration of what is happening. The findings from the interviews with instructors and students in class V show that current learning has encountered several problems, namely that reading is often only taught for practical purposes, namely that students can answer questions based on the content of literary works so that students' appreciation can increase. . skills are still lacking. Apart from that, students' level of appreciation is low, students' understanding of the overall reading content is also lacking because students are

only willing to read to answer existing questions. Other problems found were:

- (1) students had difficulty understanding the meaning contained in a language
- (2) students' interest or motivation to read was still low. This may be because currently we rarely see comparison books. Children have difficulty understanding the meaning contained in a story and are lazy about reading stories because they are not used to reading or listening to stories. So children will also have difficulty appreciating the story. With these problems and considering the important role of empathy in speaking skills, research is needed to determine the influence of reading comprehension skills on the ability to appreciate reading with understanding and take advantage of the excitement of the songs and games that will be played.

Based on reviews. Recently researchers were interested in researching the same topic regarding the ability to read and understand songs at SMP N 7 Tanjungpinang.

### **1.2 Identification of study**

On the basis of this context, current issues can be identified.

1. Researchers need to overcome the problem of understanding reading methods using songs
2. Pupils and girls are able to feel an increase in reading comprehension with the song method taught by the teacher

### **1.3 limitation of the study**

Study This Focuses on the Strategy of Teaching English by reading using songs.

#### **1.4 Research question**

Based on the background information and current issues, the following research questions are formulated.

1. How to understand reading strategies using songs?
2. How do students understand learning methods using songs ?

#### **1.5 Purpose of study**

The following are the research objectives based on the framing of the problem.

1. To find out about teaching reading at SMP N 7 Tanjungpinang
2. To determine reading comprehension at SMP N 7 Tanjungpinang
3. To find out the relationship between reading using a song Approach at SMP N 7 Tanjungpinang

#### **1.6 The importance of the study**

The research's findings should have both theoretical and practical applications.

##### **Theoretically**

1. Seeing the gap between theory and reading learning outcomes as well as interview results obtained by Students at SMP N 7 Tanjungpinang
2. It is hoped that this research will be useful as reference material and consideration as well as information and input for junior high schools, especially at State Junior High School SMP N 7 Tanjungpinang.

##### **Practical**



a. For students

This research can determine the extent to which Reading Comprehension learning use a Communicative Approach With Songs.

b. For teachers

To increase sources of knowledge and learning strategies using the song method taught

c. For Researchers

To increase knowledge and experience in research so that it is useful in the future in handling students' and female students' learning interests in improving reading results with optimal learning outcomes

### 1.7 Definition of key terms

1. Read

Reading is the first step in learning that is used. Reading is looking at writing and expressing something that is read carefully.

2. Songs in English

The strategies and steps used by teachers in teaching reading comprehension of English texts in three reading stages before and after being translated into terms using the song method are taught to students.

3. English text

The text given by the teacher when teaching reading and understanding in the form of paragraphs or other texts is classified as a learning method.