

CHAPTER I

INTRODUCTION

A. Background of the Study

Humans use language to communicate with other people. Language and humans are strongly intertwined. It isn't accessible if humans want to communicate and relate to others by not using language because humans must always communicate with social beings. Every individual can use language in daily activities such as following chats with friends, observing in class, reading assignments and the web, and so on. All of these tasks would only be feasible with the use of language. We can use language to write, speak, read, and listen to others. Humans can express their feelings and thoughts through language. Language can enable people to express their thoughts. It is hard to imagine if, in this world, people do not communicate through language. The importance of using language in communication to convey what messages or information will be conveyed to other individuals.

Communication is conveying messages and intentions from one person to another through language. Language is an exciting entity to be studied and questioned. Its existence, vital to civilization though often underestimated, makes it necessary to decide right or

wrong. Language conveys messages from articulators to auditors (Siregar, 2021, p. 54). This diversity or variety of languages is not only because the speakers are not homogeneous but also because their social interaction activities are very diverse. Each activity requires the occurrence of language diversity. This diversity will also increase if many speakers use the language widely.

Sociolinguistics is the study of how language and society interact. They are interested in finding out why people communicate in different ways in different social situations and recognizing social situations in which people speak differently. The purpose of language is to convey. Social meaning research, how people use language in various social situations that can produce valuable information and a wealth of knowledge about how language works and language itself.

English is the official language of many commonwealth countries and is widely understood and used. English is spoken in more countries than ever other languages and compared to other languages. According to Wells, quoted from the Ministry of National Education in Kepmendiknas No. 22 of 2006, English is a tool to communicate orally and write. Communicating is understanding and expressing information, thoughts, and feelings and developing science, technology, and culture

using that language. The ability to communicate in a complete sense is the ability to discourse and understand and or produce spoken and or written texts realized in four language skills: listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in life to socialize. Therefore, English subjects are directed to develop these skills for graduates able to communicate and discourse in English at the level of specific literacy.

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English is also a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, and feelings and developing science, technology, and culture. The ability to communicate within complete understanding is the ability to discourse, namely the ability to understand and produce spoken or written texts that are realized in the four language skills: listening, speaking, reading, and writing. These are the four skills used to respond to or create discourse in social life. English learning materials in schools are taught to develop knowledge, language skills, and students' positive attitudes towards English. Therefore, the material provided should be presented in an attractive, quality, and appropriate way existing level of development. This attraction is expected to increase student motivation in developing the initial ability to speak English.

Reading is one of the abilities that students must possess because reading is one of the primary abilities when students enter the world of education. Learning to read is an ongoing endeavor, and children who see the high value of reading in their activities will learn even more actively compared to children who do not find an

advantage in learning to read. There are different aspects for students when reading without paying attention to punctuation and intonation, thus cutting the wisdom of the reading. So, efforts are needed to improve the quality of the learning process, considering the motivation and achievement of students is an important thing to do by an educator.

Reading is a process carried out and used by readers to get messages that the writer wants to convey through the media of words or written language. This process requires that groups of words will be seen in a view and the meaning of individual words will be known. If this is not fulfilled, the implied message will not be caught or understood, and the reading process will not be carried out correctly in learning to read.

Reading is a complex thing involving many things, not just reciting text but also activity, thinking, psycholinguistics, and metacognition. As a thinking process, reading is an activity of word recognition, literal understanding, interpretation, critical reading, and creative understanding. Therefore, the ability to read in students is crucial.

B. Identification of the study

Based on the background above, the author concludes that problem identification is that students do not learn how to use sociolinguistic learning, are not interested in reading in English, and are less motivated to read in English, so their abilities are lacking.

C. Limitation of the Study

To ensure accurate data collection and also to avoid research that is unclear and too broad, the author limits some of the directions of this research, and the limitation is that the author uses it in the use of sociolinguistic learning and what are the benefits of sociolinguistic learning for students teaching process at SMAN 1 Kaur, academic year 2022/2023.

D. Research Questions

The identification of research questions this study are as follows :

1. What do students think about language learning related to learning tread carried out by teachers and the methods used in English classes?
2. What are the benefits of teachers' sociolinguistic learning method in English classes?

3. What do students think about using sociolinguistic learning in the classroom as learning to read?

E. Research Objective

1. To find out students' opinions about language learning are related to the learning flow carried out by the teacher and the methods used in the English class?
2. To find out the benefits of teacher's sociolinguistic learning method.
3. To find out students' opinions about the benefits sociolinguistic learning method in English class in learning to read

F. Significances of the Study

In this research the researcher expected the significance of this research in theoretical and practical to field of the teaching:

1. Theoretically, research findings will benefit our knowledge about the use of sociolinguistic learning in the teaching process and then give us insight into the benefits of sociolinguistic learning in teaching English for students' reading skills.
2. Practically, this research is essential for teachers and students in the teaching and learning process in class and

increase their knowledge in socially interacting with teachers and students in language.

3. For researchers, this research can add insight into sociolinguistics, especially aspects of sociolinguistic learning, teaching, and learning process.

4. For students, the results of this research are expected to provide direct benefits to students in giving their opinions about the use of sociolinguistic learning by English teachers. In this way, the teaching and learning process can run well because, on this occasion, students can explain what they want and need during the learning process. It is also expected to contribute as an information guide for linguistics students interested in studying sociolinguistics.5. For teachers this research can help teachers find out about students' opinions of sociolinguistic learning so teachers can build good relationships and communication with students.

G. Definitions of Key Term

1. Sociolinguistic

Sociolinguistics is the study of how language and society interact. They are interested in finding out why people communicate in different ways in different social situations and recognizing social situations in which people speak differently. The purpose of language is used to convey social meaning, study, and how people use language in various social situations that can yield useful information and a wealth of knowledge about how language works, as well as about language itself

2. Reading skills

Reading is the ability, ability, skills and readiness of a person to understand the ideas and symbols or sounds of language in a reading text that is tailored to the intent and purpose of the reader to get the desired message or information. Reading requires good understanding, because reading requires good skills in order to understand the reading text and interpret the contents of the reading well.