

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Using a variety of reading techniques and procedures, language learners can comprehend and comprehend the text's main ideas through interactive reading. To develop and achieve more success when learning new languages, one should concentrate on and practise effective reading tactics and procedures.. The author attempts to describe reading and reading strategies in this piece, as well as to explain reading theory and offer a variety of reading techniques and definitions of successful reading models. A cursory look at some of the literature in the field reveals that enhancing reading comprehension skills is crucial for language learners.

Nuttall distinguishes between two primary reading styles: extensive and intensive reading. These two kinds work well together and are essential. Both comprehensive and thorough reading are crucial for second or foreign language learners because they not only help students learn the language but also help them acquire knowledge.(Nuttall, Rea (2000))

According to Brown, students who engage in deep reading typically do it as a classroom exercise where they concentrate on the grammatical or semantic elements of a chapter. Brown (2000)

Understanding the text's meaning as well as the process by which it is generated is the aim of extensive reading. Generally speaking, extensive reading refers to reading a lot of stuff in order to gain a general comprehension of it. Students who read a lot have a general knowledge of the book, even

though they may not understand every word. This kind of reading is appropriate for independent study to help students become proficient and fluent readers of the target language for leisure on their own, independent of teacher assistance.

Based on the pre-observation on February 2023, The researcher interviewed the English teacher at SMA N 2 of Bengkulu City. Based on the interviewed there are some problems faced by the students in learning English reading,

Such as :

1. Students have the ability to read the word identification is low. As a result, students have difficulty understanding or identifying words that students than read.
2. Students have low reading ability based on class X SMA N 2. by improving reading skills so that they can easily understand lessons better.
3. There are still many students who do not realize how important it is to learn to read, especially in learning English.
4. Students' interest in reading is very low, in general they are less interested in reading activities. with the application of conceptual learning to read can be more interesting.

Learning in English, the students need media and approach in learning process said that media is a tool, method and technique, which used to communicate and to interact between the teacher and students in teaching learning process. hamalik (2009:23)

Sudjana (2009:55) defines media as the resource of learning. In the broad sense, media is human thing or event conditioning the student to the

possibility in obtaining knowledge, skill or attitude. From definition above, the writer can conclude that media is a tool, method and technique, which used to communicate and to interact between the teacher and the students in teaching learning process to improve the students ability.

Procedural learning, which is thought to be the most traditional and popular teaching approach, is frequently used to compare this kind of learning. Learning processes by heart necessitates memorization; conceptual comprehension is not necessary. Conceptual learning concentrates on comprehending the ideas or structures behind various activities or procedures rather than memorization of specific facts.

Many studies in the extensive body of research on cognitive development have concentrated on conceptual expansion (e.g., Murphy, 2002, Chap. 10). The results of these experiments are usually understood to demonstrate how young children form mental models that correlate to more complex cognition in areas like number, classification, and material conservation. Progress in engaging in the discourse practices of communities of practice within a culture can also be understood as conceptual growth. Furthermore, conceptual growth entails more than just improving the linguistic components of discourse; discourse practices also involve representational infrastructure, which includes methods for information organisation, paying attention to important details in situations, and drawing conclusions from relationships between concepts that are consistent with patterns in the social and material world. As children become more adept at communicating with others, we think it's crucial to recognise that their understanding of general conceptual domains develops in

the social and cultural context in which they live. We anticipate that general conceptual development in early childhood depends on rich representational infrastructures, which young children unfortunately have varying degrees of access to. Murphy (2002), Chapter 10.

Conceptual learning method is the ability to apply conceptual learning methods so that it can improve students' abilities. Learning approaches such as critical thinking, where people learn to classify and arrange information by building mental logic-based structures, can be enhanced through conceptual learning. Because the person first determines the essential characteristics that will allow a certain subject to fall under the same category or notion, this process necessitates the building and acquisition of knowledge. While knowledge acquisition refers to the process of learning from an acknowledged expert, knowledge creation is a constructive learning process where people apply what they already know or have experienced to grasp additional subject matter. Though utilising techniques to explain more complicated concepts might be challenging for many instructors, conceptual teaching is becoming more and more popular, particularly when used to clinical and maths courses. **Based on the problems above, the writer will do reasearch to with entitle. “THE EFFECT OF CONCEPTUAL LEARNING APPROACH ON STUDENTS READING COMPREHENSION ACHIEVEMENT”**



## **B. Identification of the Problems**

Based on the background above, the researcher identified the problem as follows:

1. Students have low reading identification word ability.
2. Bengkulu student has a low reading ability based on x grade SMA N 2 Bengkulu City.
3. There are still many students who do not realize how important it is in learning to read, especially in English
4. Students interest in reading is very low small, in general they are less interested in reading activities.

## **C. Limitation of the Problem**

After identifying the problem taken from the background of the problem, the researcher then limits the existing problems to be more specific which aims to focus the direction of the research into one discussion. The limitation of the problem in this study is the INFLUENCE OF CONCEPTUAL LEARNING APPROACHES ON STUDENTS' READING COMPREHENSION.

## **D. Research Question**

After identifying and limiting the existing problems, the next step is to create questions based on the problems in the research. Is there a significant effect of the conceptual learning approach on students' reading comprehension achievement ?

## **E. The Objective of the research**

The objectives of this research is :

The objective of the study is to see THE EFFECT OF CONCEPTUAL LEARNING APPROACH ON STUDENTS READING COMPREHENSION ACHIEVEMENT.

#### **F. The Significants of the research**

Research benefits consist of two kinds, namely theoretical benefits and practical benefits. The benefits of research can theoretically mean that this research is useful based on theory to related parties who can feel the benefits. The practical benefits of research are the perceived benefits of the institution.

##### **1. Theoretical benefits**

Research benefits consist of two kinds, namely theoretical benefits and practical benefits. The benefits of research theoretically can be interpreted that this research is useful based on theory to related parties who can feel the benefits. The practical benefits of research are the perceived benefits of the institution. The results of this study can provide clarity and theoretical understanding of the teacher's role in fostering interest in learning English in grade X grade students :

- a. To provide insight to researchers about the teacher's role in fostering students' interest and motivation in learning English, especially SMA N 2 Bengkulu City
- b. To add to students' scientific repertoire in fostering students' interest and motivation in learning English and the learning process

- c. So that students are more qualified by applying appropriate learning methods to students or grade X grader of SMA N 2 Bengkulu City.

#### **G. Definition of key term**

Some key term that need clarification as a frame of reference in this research are defined in the following :

1. Conceptual education Conceptual learning, also known as idea learning, is a way of teaching people how to think critically and learn how to organise and classify information by building mental models of objects and relationships.
2. Reading is one of the language skills—along with speaking, writing, listening, and reading—that each person should learn and become proficient in. Reading allows one to communicate ideas and sentiments, gather knowledge, and advance their understanding of science.

