

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English reading skills in Indonesia, in general still require significant improvement. Although English has been introduced from primary education, many students struggle to achieve a satisfactory level of comprehension(Rachmayani, 2024). This aligns with research findings indicating that the majority of Indonesian students perform below international standards in English literacy(Fenanlampir et al., 2019). In the Southeast Asian region, the literacy rate of Indonesian people is still lagging behind compared to several neighboring countries. Based on the results of the 2022 International Student Assessment Program (PISA), Indonesia is ranked sixth in terms of reading ability of 15-year-old students in the region(Nasrullah & Surabaya, 2024). There are still many students who cannot read at the Junior High School(Indriyani et al., 2019). As a result, many students lack motivation to enhance their English reading skills, often staying at a literal comprehension level, which involves understanding the meaning of words but not being able to analyze or infer more complex texts (Ummah, 2019). This situation highlights the substantial gap between the growing demand for English proficiency and the current reading abilities of Indonesian students.

In the era of globalization the skills to read especially in English, is a very important basic skill. Reading is a skill that serves as a gateway to acquiring various other more complex knowledge and abilities(Wagner & Torgesen, 2021). Good reading skills enable individuals to access global information and literature, the majority of which is written in English. Good reading skills support students' cognitive development, improve their critical thinking skills, and broaden their perspectives(Febriani & Nisa, 2024). Good mastery of English is very important, given the increasing global competition that requires the younger generation to be able to compete internationally(Pajarwati et al., 2021). Therefore, improving English reading skills among students is a long-term investment. If human resources are of high quality and competitiveness, Indonesia's goal of realizing the gold generation in 2045 will be achieved.

The expectation for English literacy in Indonesia is for students to be able to understand, analyze and apply information from English texts in real life. However, the facts show that there is still a big gap. Many students are not able to read English well(Adzkiya & Suryaman, 2021). Having a young generation that is able to master English and be able to compete globally seems difficult to achieve without significant changes in learning methods and media. This suggests that the traditional learning methods that have been used so far are less effective in improving students' reading skills(Musnar Indra Daulay & Nurmnalina, 2021). Although various approaches have been tried, research that specifically integrates Canva with

repetition and read-aloud strategies is still rare, especially in the context of junior high school students in Indonesia. To address this challenge, a more innovative learning approach that is relevant to the needs of today's students is needed. The use of modern technology such as Canva, combined with repetition strategies and read-aloud techniques, can be an effective solution to improve students' interest and reading skills. This is where the important role of technology, such as Canva can be an interactive and innovative learning media to support their reading skills(Ahmad & YIN, 2019).

One specific form of reading that has gained increasing attention is reading aloud. Reading aloud serves multiple functions: it helps students practice pronunciation, build fluency, and develop reading confidence. Moreover, it allows teachers to observe students' oral reading abilities directly. While often considered a simple activity, reading aloud involves cognitive, linguistic, and affective processes, making it an essential step in developing reading comprehension and overall English proficiency.

The repetition strategy combined with the read aloud technique is one technique that can help improve reading skills. This method allows students to repeat words or phrases, allowing them to form a deeper understanding of the text (Nazarov & Ismatulleva, 2022). Repetition strategies are effective in strengthening students' memory and improving their pronunciation and intonation, especially when accompanied by reading aloud(Bocskor, 2021). Repetition strategies help students understand texts better in the context of foreign language learning. In

addition, reading aloud has also been shown to improve students' cognitive and linguistic abilities, as explained by (Ceyhan & Yıldız, 2020) they found that this technique is effective in helping students recognize the structure and meaning of sentences in depth. By reading aloud, students not only listen to themselves but also reinforce word-for-word understanding through sensory experiences. Structured learning by combining repetition and reading aloud can help students better recognize sentence structure and meaning(Ceyhan & Yıldız, 2020).

Technology is developing rapidly and one of the relevant media is Canva. Canva offers a variety of interactive and engaging visual features so that students will be more interested in the material presented(Pedroso et al., 2023). Canva can foster students' interest in learning to read in a more creative way. Canva can be used to display text with images or animations so that students better understand the context or material presented(Fitria, 2022). Additionally, the presentation feature of Canva allows students to read aloud in front of the class, which helps them practice their confidence and public speaking skills(Yaprak, 2022).

Reading aloud has a significant positive effect for students. Using technology like Canva will help the teacher to teach reading aloud more interactive and enjoyable for students(Yaprak, 2022). Because reading aloud gives students the opportunity to practice proper pronunciation and intonation(Suparman & Nurfisani, 2021). This practice enhances their language skills. Students who do frequent read aloud have higher

confidence in communicating because they are used to listening to their own voices(Yanduri & Majid, 2020). Repetition done aloud helps students to correct the pronunciation of difficult words and improve text comprehension gradually. This implication shows that the read aloud method is not only beneficial for reading skills, but also for building sustainable learning motivation in students.

Indonesia is currently facing reading challenges, especially in English. Based on this background, this study aims to explore how the combination of repetition strategies, reading aloud techniques, and the use of Canva as a learning medium can improve the reading aloud skills of junior high school students. By integrating technology and proven effective pedagogical methods, this research is expected to make a significant contribution in addressing the existing literacy gap, as well as offer a relevant and innovative learning model for future language education practices. This research was carried out at SMP 3 Pulung Ponorogo with the title " "Repetition Strategy With Canva as Teaching Media to Teach Reading."

1.2 Statement of Study

Based on the background described above, the researcher formulates the following problems :

1. How can repetition strategies using canva improve students' English reading skills?

1.3 Purpose of The Study

1. This study aims to explore how repetition strategies supported by Canva can improve students' English reading skills.

1. 4 Benefit of The Study

The results of this study are expected to be a reference for further research, especially in the development of English reading activities using repetition strategies supported by Canva. In addition, this research is expected to contribute to the teaching of reading in junior high school by offering a reflective model that integrates repetition techniques and digital media in the classroom

1. For researchers, this research is one of the requirements to get a bachelor's degree in education at the Faculty of Teacher Training and Education, Muhammadiyah University of Ponorogo.
2. For students, The researcher hope that students will be able to gain a deeper understanding of a wide range of subjects by utilizing all forms of technology currently available to them. Additionally, the researcher expects that through utilizing Canva's educational tools, students would be able to experience learning in an engaging, imaginative, and enjoyable learning.
3. To School, The researcher hopes that by carrying out this research, school can be able to create learning tools like Canva that they can use in their classrooms to teach and learn English.

4. To institution, the researcher hopes that by carrying out this research, they can gain knowledge that will help them create learning resources, like Canva Media, to improve students' reading skills.

1.5 Scope and Limitation

The scope of this research are related to the repetition strategy in improving students' English reading skills. However, the research will focus to explore the utilization of Canva as a learning media in supporting the repetition strategy, with the main objective of improving students' ability in English reading aloud. The subjects of this study are grade 11 students at SMP Negeri 3 Pulung Ponorogo, which is a relevant age group for this study. This research will explore how the combination of using the repetition strategy with Canva based learning tools .

1.6 Hypothesis

The use of repetition strategies with Canva as teaching media is hypothesized to improve students' English reading aloud skills.

1.7 Definition of Keyterms

By knowing the key terms, it can avoid misunderstandings. Here are the keywords in this research:

- *Reading aloud skill* : In this study, reading aloud is defined as a reading method in which students pronounce English texts aloud and with appropriate intonation. This method not only helps students improve pronunciation and intonation, but also increases their comprehension of the text through verbal repetition. Reading aloud provides an interactive

learning experience as it involves both hearing and pronunciation, giving students more confidence in using English actively.

- *Repetition strategy* : Repetition strategies in this study refer to learning techniques that involve repeating words, phrases, or sentences repeatedly to help students understand and memorize texts. This strategy is used to strengthen students' memory, improve their reading skills, and help with correct pronunciation when reading aloud.
- *Canva* : Canva in this study is a visual design platform used as an interactive learning media. It helps present reading materials creatively through visual design features, animations and texts, thus attracting students' interest and making it easier for them to understand English texts. In addition, Canva is used to support the learning of reading aloud, where students can read the materials that have been designed interactively

