

CHAPTER I

INTRODUCTION

1.1 Background Of The Research

Teaching and learning English includes teaching four skills, they are listening, speaking, reading, and writing. Students need to master those skills to learn English effectively. Reading is one of four skills to comprehend in detail. Word by word and sentence by sentence. Reading is a constant process of guessing, and what one brings to the text is often more critical than what one finds in it (Hastowadi, 2015).

Meanwhile, Mikulecky (2004, p.240) states that teaching English in Indonesia will improve reading skills. In other words, reading is a meaningful way to improve student's general language skills in English. Students can develop their reading comprehension skills because reading is a creative skill as well as learning to think and write effectively. Based on the explanation above, the researcher chose the use of storybooks to teach reading as the object of the research.

English in Indonesia must be learned by all students, especially in the world of school, English must be introduced from the age of children. Some experts also say that reading is important and has a very good impact on human development (Ramadhani and Tjendrani, 2021).

Reading is a person's ability to observe and see reading or a sentence with the process of observing the contents of the reading aloud or silently. Reading is a skill that everyone should have. Through reading, we can find information. Reading is included in the window of the world which can add a very broad insight. In today's era, reading is not only through books but also through the internet which is commonly called an e-book.

In the current era, many people find an easy way to read so that it is easy for everyone to understand. This method is given to children in a more interesting and fun method so that learning to read becomes more fun. Give a more interesting method because children get bored easily when learning. Children are still in the stage of growth and development where they still need to play, therefore when

learning needs to be balanced with playing so that later children will easily absorb what they learn. Reading activity is a way for young learners to improve their English skills. Reading turns out to be an effective way to learn the English language if learners know how to read words in English appropriately and know how to figure out the implication of words, sentences, and the meaning of the text as a whole (Blank, 2006). young learners often get difficulty when learning.

There is article describes several techniques for structuring shared storybook reading interactions to best promote emergent literacy development for young children with disabilities. (Justice, 1995). The differential from my research are the implementation and the process of using a storybook. Points out that students thought their English language skills had improved, especially in terms of motivation and confidence, and that they loved reading picture books (Lee 2015).

The researcher will do the experiment using a storybook for young learners at SD 6 Tanjungrejo. According to the situation at SD 6 Tanjungrejo, never use a storybook to teach students as read media. The students only read their workbooks and some books from the library. Storybook is only available at the library as an optional media that is not required in order for students to study, some students may be uninterested in Storybook. The researcher is attempting to incorporate a storybook into one of her sixth-grade classes. The researcher chose the sixth grade for the experiment because, according to the curriculum at SD 6 Tanjungrejo, only the sixth grade can use a storybook to teach reading in the experiment. Researcher cannot conduct experiments using a storybook in grades 1 until 5, because they using the Merdeka Curriculum.

1.2 Statement Of The Problem

Based on the background of this research the researcher determines the statement of the problem: Is there any significant difference of the reading skill of the sixth grade students at SD 6 Tanjungrejo before and after being taught by using storybook?

1.3 Objective Of The Research

Based on the statement of the problem above, the researcher determines the objective of the problem: To find out whether there is a significant difference in the use of storybook before and after teach reading for sixth grade at SD 6 Tanjungrejo

1.4 Significance Of The Research

Based on the objective of the research above, formulated the significant of the research as follow :

1. The Researcher

This research hopefully will be useful for the next researcher who wants to arrange similar research.

2. The reader

The reader hopefully can use storybook to learn reading skills for young learners.

1.5 Scope Of The Research

The researcher focuses on using storybooks to teach reading for young learners. In this research, the researcher will provide storybooks for the student to read storybook. The kind of storybooks in this study is fiction. The scope of the study is to do an experiment

1.6 Operational Definition

Definition of Specific Terms Explanation about the terms which the writer used, to avoid the understanding of the items that it used in this study:

1. Storybook is one of the media in teaching reading and learning process. A storybook is a collection of one or more short stories with text that collectively convey a tale with a certain topic. It can help them to memorize vocabulary and understand a meaning of vocabulary. The researcher take the story from Let's Read Asia
2. Reading is one of skills English Language on learning process at SD 6 Tanjungrejo. Reading ability at SD 6 Tanjungrejo still deficiency in practice using book. Reading can educate students understand a word or written text's figurative meaning so they can share it with others or express it to others.
3. Young Learners is being learner age between five and twelve years old, so the young learners is in elementary. In this case students of SD 6 Tanjungrejo especially six grade include as young learners.