CHAPTER I

INTRODUCTION

This chapter consists of seven sub-chapters. They are: Research Background, Formulation of Research Problem, Research Objective, Research Hypothesis, Research Significance, Research Scope and Limitation, and Definition of Key Terms.

A. Research Background

English as second language after national language, many Indonesian people want to learn and master it as their foreign language, they aware that English language has become important in the future for communication with other and to deal with the globalization era. Now, English in Indonesia can to be learning in formal or non-formal institution. Saukah in (Choi and Spolsky 2009:01) states English as a foreign language is taught as compulsory subject at junior and senior high school in Indonesia. Practically, almost every elementary school offers English starting at grade four, and some event at much lower grade, as low as in kindergarten.

In Indonesia, as stated by Musthafa as cited in (Journal Educational of Practice: 2013) teaching English to young learners has been implemented in some schools since 1992 but the implementation is not obligatory. English at elementary school as the local content subject is promoted by the policy of Ministry of Education and Culture Number 0487/4/1992, Chapter VIII, which

states that schools can add the basic subjects in the curriculum, as long as the lesson is not contrary to the national education goals. It also has been followed by the Decree of the Ministry of Education and Culture Number 060/U/1993 dated February 25, 1993 about the possibility of the English program as a local content in elementary school that can be started in the 4th grade. Decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as a local content. As a result of this decentralization policy, many districts and city governments are interested in teaching English to young learners (EYL). This is evidenced by the increasing number of elementary schools which offer English classes at the elementary school level. Currently, many elementary schools in Indonesia offer English subject as a local content starting at the fourth grade (aged nine to ten); yet many other elementary schools even teach English at earlier grades (earlier age). It becomes a new trend in which schools offer English instruction before grade four. Language policies introduce English to young learners at earlier ages, and the educators look for the most effective ways of teaching it.

In teaching and learning of language, there are four skills; namely speaking, writing, listening and reading. Among of four language skills in English, reading is the most important one to be taught since by reading students can get knowledge as the input of the learning process because reading is a source of knowledge. Reading is also an important part of learning English; with reading we can improve our vocabulary and writing skill and when students

have a good habit reading, they will enrich their knowledge. By reading students can comprehend and understand what they have learnt so, it can be said that reading has an important role in students' achievement. It is strengthened by Nunan (2003: 69) that state reading is considered to be the most important one, and also strengthened by the statement of Krashen and Terrel (2000: 131) who state that reading may be a source of comprehensible input and may contribute significantly to competence in a second language. The competence covers both, oral and written performance.

Reading is also viewed as a highly effective means of extending command of language so that it plays an important role in classroom where language is the main purpose (Nuttal, 2000: 30). Since reading is important, teaching reading allocates much time in school context and the demand of it receives more priority (Budiharso, 2004: 50). Knowing that reading is the most important one of four skills, it becomes a challenge for the English teacher to arouse students' motivation to read. It is because the students' motivation is low (Nuttal, 2000:3). Students' motivation can be increased by setting the purpose for reading. By knowing the purpose of reading, students are expected to grasp what the reading text tells them about. Besides, they can easily determine the information they want so they can read effectively.

Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as reading or asking questions) that will help them

reconnect with the meaning of the text. But several EFL learners sometimes failure in reading when they study at school can be caused by their motivation in studying especially in reading are low. They also find many difficulties to understand what they read and they did not know the ways to become a good reader. In reading class, some students feel bored with these activities; it cause by they don't know about the meaning, they also don't have interesting to read. For EFL learners especially for young learners they do not understand the English text maybe it caused by difficult vocabulary. Chaniago, Badusah, Embi (as cited in Sulistiani: 2014) stated that there are some causes that caused the students have low motivation in reading. They are: (a) both parents and teacher are giving less motivation to read. It causes the students problem in reading become weaker, because they need more motivation to build up their habit and spirit in reading. As stated by Iftanti (2015) both parents and teacher who established good reading habits are motivational constructs that contribute to the establishment of their good reading habits in English. (b) society interested in reading is low, (c) the school and the teacher are less creating a conducive situation to the development of reading interest, (d) Inadequate library, (e) television programs are so interesting and various, so much of students' time are useless.

Problem also mostly occurs to students when reading a book they feel it difficult either in mentioning the symbol (word) and meaning of the text, so that is why the student should get the best teaching from a teacher specially reading. Generally before mastering the reading skill the students need to learn

how to read the words and phrases in English as a foundation to increase their reading skill, one of them through 'look and say' method. By using this method, the students can look and say what a teacher read and directly the students can memorize the word because every word will be read several times.

So, as a teacher we should be solve this problem, maybe by creating a confident classroom by using the best method and creating the best activity to teaching reading to minimalism the students' feel bored when they doing reading. Perhaps it can help students easy and enjoy to doing a reading. And as a teacher we must build the motivation of students' to read and read continuing.

Based on the problem stated above, the researcher uses one way to teaching reading for young learners by using look and say method. The look and say method teaches children to read words as whole units, rather than breaking the word down into individual letters or groups of letters. Children are repeatedly told the word name while being shown the printed word, perhaps accompanied by a picture or within a meaningful context. "Look and Say" method is a good one to increase the students' reading skill because the students not just can read the words but also they can produce the sound of the word as good as possible using 'look and say'. They can read any words, even the words they never heard before.

In this case, the young learners especially for fourth grade of students' in elementary school have many problems to doing effective reading. Furthermore they can't get enjoy reading activity; they feel bored with traditional method that the teacher uses. The same problems also come from the

fourth grade students' of MI Baiturrahman Suwaluh. The students get many difficulties to read English with correct pronunciation and spelling the word, because the teacher never gives the correction to the students one by one. The teacher only read the text and the pupils imitating the teacher, without any correction one by one. So, in this research the researchers try to test a new way to teach reading for young children. The researchers try to apply look and say method to teaching reading. For the reason above, the researcher conducts a research entitled **"The Effectiveness of Using "Look and Say Method" in Teaching Reading To Increase Students' Reading Achievement For The Fourth Grade The Students Of MI Baiturrahman Suwaluh Academic Year 2015/2016".**

B.   Formulation of Research Problems

This study will attempt to answer the following questions:

1. How is the students' reading achievement before being taught by using "Look and Say Method"?

2. How is the students' reading achievement after being taught by using "Look and Say Method"?

3. Is there any significant difference of the reading achievement of the students before and after being taught by using "Look and Say Method"?

C. Objectives of the Research

Based on the research problems, the study is formulated as follow:

1. To know the students' achievement in reading before being thought by using "Look and Say Method".

2. To know the students' achievement in reading after being thought by using "Look and Say Method".

3. To know whether the use of "Look and Say Method" gives significant different of the students' reading achievement before and after being taught by using "Look and Say Method".

D. Formulation of Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. **Null Hypothesis**: there is no any significant difference on students' reading achievement before using look and say method and after using look and say method.

2. **Alternative Hypothesis**: there is any significant difference on students' reading achievement before using look and say method and after using look and say method.

E. Significance of the Research

The researcher hope that the result of this study will give contribution to:

1. **For the English students**: the result of this study will give a new experience for their reading learning by using this method, it also can help

them to be more effective, interest and easier method to improve their reading skill.

2. **For the teacher:** the result of this study to encourage the English teachers in applying effective method in teaching reading.

3. **For the next researcher:** the result of this study is expected to give input and consideration for the next researcher who want to conduct further research.

F.   Scope and Limitation of the Research

The scope of this study is on, implementation of strategies of teaching reading comprehension to increase students' reading comprehension. In order that this study can be effectively conducted, this study is delimited only on increasing students' reading comprehension through "Look and Say Method" is conducted in MI Baiturrahman Suwaluh. And the limitation of this study is on four grade students' of MI Baiturrahhman Suwaluh.

G.   Definitions of Key Terms

Definition of key terms is necessary to be given, in order to avoid misunderstanding. The writer gives the definition key terms based on the title of the thesis as follow:

1. "Reading is the activity in which the reader communicates with the text to find out the information for the text" (Carrel: 1983).

2. "Look and Say Method" is a method of teaching beginners to read by memorizing and recognizing whole words, rather than by associating letters with sounds (Scott and Yterberg 1990:50).