

# **CHAPTER I**

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### **1.1 Background of The Study**

Reading is considered very important in language learning. People use reading passage as a media to send information, knowledge, skills, and news. Therefore, it is important to grow motivation to read among pupils. Motivating pupils to read is one of the ways to lead them to a bigger horizon of their knowledge and it is better to motivate pupils to read when they are still kids.

Teaching English at the early stage is so important for the development of the children's brain. Brumfit (1994:vi) states that young learners learn language better or more efficiently than adults. According to Brumfit the reasons for teaching English at a primary level are the need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others. The need of the pupils to link communications to the understandings of new concepts, the need for maximum learning times for important languages (the earlier the pupils start the more time they get), the advantage of starting with early second language instruction so that later on the language can be used as a medium of teaching.

Children learn languages better at young age because they have more opportunities than adults. They are learning all the times without having worries and responsibilities of adults. They also have a strong personal need to learn if they are surrounded by people speaking that language (have a curiosity).

According to Brumfit (1994:vii) the main explanations for better learning that have been suggested are that:

1. Brains of children are more adaptable before puberty than after.
2. Acquisition of language is possible without self-consciousness on an early age.
3. Children have fewer negative attitudes to foreign languages and cultures than adults (consequently they are better motivated than adults).
4. Children's language learning is more closely integrated with the real communication because it depends more on the immediate physical environment than adult language does.
5. Children devote vast quantities of time to language learning, compared with adults (they are better because they do more of it).

In teaching reading to children, there are some difficulties, for example, in reading comprehension. The difficulty is in comprehending the story, because the teachers usually only read the text monotonously. The teachers do not know the effective technique in teaching reading to young learners. They do not know what the pupils' want to (fun, interesting material, something that can make them using their imagination). To solve this problem, teachers can use storytelling and picture series as techniques to help the pupils in comprehending the text (story). According to Rixon (1994:33) young children learn better through storytelling or at least can be induced to go along with teaching that is tempered by "fun" activity. Toozé (1959:V) pointed out that storytelling is a simple, down-to-earth presentation of a story for all who would like to tell stories well-at-home, in a

library or by a campfire. She also described that story is one of humans' means of communication, that can be taught, learned and enjoyed.

Finocchiaro (1974:180) states that pictures are used not only to illustrate the aspect of the social-cultural topics, but also to give interesting, meaningful practice in the sounds, and vocabulary of English, which in turn will facilitate the pupil's understanding of the reading passage.

Due to the facts that storytelling and picture series techniques help pupils in comprehending the story, the writer wants to investigate and prove whether or not there is a high significant and positive effect between teaching reading comprehension using storytelling technique and teaching reading comprehension using picture series technique at the elementary school of St. Carolus.

## **1.2 Statement of The Problem**

Based on the background of the study, the main problem of the study is stated as follows: "Do pupils who are taught reading comprehension using storytelling technique have better achievements than those who are taught reading comprehension using picture series technique?"

## **1.3 The Objective of The Study**

The objective of this study is to find out whether pupils who were taught reading comprehension using storytelling technique had better achievements than those who were taught using picture series technique.

#### **1.4 The Significance of The Study**

The result of this study gave some contributions to the English teachers of young learners to find out better ways to help their pupils improving their reading comprehension, so that, the basic competence could be achieved.

#### **1.5 The Scope and Limitation of The Study**

The populations were the sixth grade pupils of St. Carolus Elementary School. The samples were the pupils who belonged to class VIA and VIB.

The instrument of the study was the types of questions that consisted of knowledge, comprehension, application, and analysis level of Bloom Taxonomy. Since those types of questions were frequently used by pupils of elementary school.

#### **1.6 Assumptions**

This study was based on the following assumptions:

- a. The try-out and sample of pupils were of the same age and of the same academic competence.
- b. The condition (the room, the atmosphere, etc) of the classroom used for the experiment was the same.
- c. The reading material and the questions provided had been well selected to suit both groups.

- d. The types of questions only consisted of knowledge, comprehension, application, and analysis level of Bloom Taxonomy to suit the level of ability of the sixth grade of elementary school pupils.

### **1.7 The Definition of The Key Terms**

To avoid misunderstanding and /or misinterpretation, it is necessary to define the following key-terms:

1. *Reading Comprehension*

Reading Comprehension is a reading with full understandings to obtain a maximum comprehension of a text. To show an understanding, the reader should be able to re-express and to give responses to the content of the text (Smith and Robinson, 1980:205).

2. *Teaching*

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing someone to know or to understand (Brown, 1980:7).

3. *Storytelling*

Storytelling is a creative act in which the story garnered from a stuff of life passes through the teller, as light passes through a prism of glass to reveal all the colours it holds, to return to the stream of life itself. (in Tooze, 1959: xvi)

#### 4. Picture series

Picture series are used not only to illustrate the aspect of the social-cultural topics, but also to give interesting, meaningful practice in the sounds, and vocabulary of English, which in turn will facilitate the pupil's understanding of the reading passage. (in Finocchiaro, 1974:180)

#### 5. Achievement

An achievement is something carried out successfully, with effort and skill (Ruse, 1988:7). An achievement test is a test design to measure the amount of knowledge and /or skill of a person to be acquired, usually as a result of classroom instruction. (Lyman, 1991:153)

### **1.8 Theoretical Framework**

In this study, there are four underlying theories. They are theories of reading comprehension, schemata, storytelling, and picture series.

Smith and Robinson (1980:205) state that reading comprehension is reading with full understanding to obtain maximum comprehension of a text. To show an understanding, the reader should be able to re-express and to give response to the content of the text.

Dembo (1994:120) states that schemata are cognitive structures that may be created through the abstraction of previous experiences or acquired through instruction. Schemata make learning easier by giving incoming information meaning and reducing the number of things to which we must attend.

Misra and Sylvester (1990:3) state that stories can provide the basis for effective communicative activities in an English language class. They do not only motivate the learners to participate in various activities that promote language learning, but they also stir the learner's imagination.

Brewster (1992:13) states that storytelling can provide an ideal introduction to a foreign language as it is presented in a context that is familiar to the child. Stories can also provide the starting point for wide variety of related language and learning activities.

Finocchiaro (1974:180) states that picture series are used not only to illustrate the aspect of the social-cultural topics, but also to give interesting, meaningful practice in the sounds, and vocabulary of English, which in turn will facilitate the pupils' understanding of a reading passage.

## **1.9 Research Method**

This study is quasi-experimental in nature; an experiment was carried out to find out whether there is a significant difference in pupils' reading comprehension achievement if they taught using storytelling technique and picture series technique.

## **1.10 Organization of The Thesis**

This thesis is organized into five chapters. Chapter one discusses the introduction, background of the study, statement of the problem, objective of the study, the significance of the study, the scope and limitation of the study, the

assumptions, definitions of key terms, the theoretical framework, the research method, and the organization of the thesis. Chapter two discusses theoretical frameworks; it describes the reading comprehension, schemata theory, storytelling, and pictures as visual aids. Chapter three discusses research design, population and samples, the treatments, variables, hypothesis, instrument for collecting the data, the quality of the instrument, item analysis, the scoring techniques, procedures of collecting the data, and data analysis techniques. Chapter four discusses analysis and interpretation of the findings. Chapter five discusses conclusion and suggestions.