

**TEACHING ENGLISH USING STORY BOOK READING  
TO THE FIFTH YEAR STUDENTS OF SDN 5 BOYOLALI  
IN 2008 / 2009 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is the key to face the globalization era. As an international language, it plays an important role in many aspects of life such as education, economy, international relationship, technology, etc. Consequently, the teaching of English as a second and foreign language becomes a major international enterprise. So, it is very important to teach English to children as early as possible in order to prepare them facing the new era.

Since young children are able to learn foreign language more naturally and to some extent more easily than older learners, children can start learning a foreign language as soon as they are old enough to accept the social requirements demanded by group teaching.

Children can learn English from the earliest age since they have got knowledge or ability to learn foreign language. In this case, the teachers only need to develop, support, motivate and dig up their basic ability in improving it. It is in line with Halliwell opinion (1998:3) that young children

do not come to the language classroom empty handed but they bring with them on already well established set of instinct, skills and characteristic which will help them to learn another language.

In teaching English to children the teacher should pay attention not only to how the right implementation of the techniques used but also on how these techniques are suited to the elementary students' characteristics. It is the target to create the teaching learning process becoming interesting and understanding to the children in order to reach the learning goal.

To meet the goal, many teaching techniques can be implemented, one of them is using story. By listening to the story, some important skills can be developed such as prediction, guessing, message decoding and assimilate new vocabulary. Story can allow students to be creative and imaginative and also give students a sense of achievement.

Story can be applied through telling and reading. Story telling activities are a great way to allow students to express themselves freely and creatively in an authentic and real way. According to Taylor (2000:16), story telling is relating to tale one or more listener through voice and gestures. Oral telling terms use to get much simpler language; in addition, the sentences are generally shorter. With oral telling, we usually repeat things more redundancy, especially if the students are having difficulty to follow the story. Telling story needs much time and energy, but different with story book reading, it is very

simple and very efficient technique because the teacher only reads the text on that book.

Story book reading is the most common practice for implementing literature-based instruction in preschool and primary classroom. Children who have read frequently have described behaviors associated with early development. Children who read daily over long periods of time is better on measure of vocabulary, comprehension, and decoding ability than did children in the control groups who were not read to by an adult (Dickinson and Smith, 1994:104)

In teaching English using story book reading to the fifth year students of SDN 5 Boyolali, teacher do not know is there any advantages or disadvantages in teaching learning process. But as a teacher he can not observes, so he need other people to help them to observe about the technique applied. In order that he can know and understand about the problems that faced by using story book reading. With this observation hopes all of the teaching learning problems by using story book reading can get the solution. Observation is a technique of collecting the data that is closely watching and noticing classroom events, happenings, or another teacher's observation, which is related to the data.

From the above explanation, the writer is interested in conducting the research in titled "Teaching English Using Storybook Reading to the Fifth Year Students of SDN 5 Boyolali in 2008/2009 Academic Year". The research aim is to know the implementation of story book reading, the difficulties faced by teacher in

teaching English using story book reading and the student's comments on the implementation of teaching English using story book reading.

## **B. Problem Statement**

Based on the background of the study, the writer formulates the problem as follows:

1. How is the teaching of English using story book reading at SDN 5 Boyolali in the 2008 curriculum carried out?
2. What are the problems faced by teacher in teaching English using story book reading at SDN 5 Boyolali?
3. How do the students comment on the technique applied?

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

In this research, the writer wants to know the teaching of English using story book reading, the problems faced by teacher in teaching English using story book reading and the students comment on the technique applied. The students are only the fifth year students of SDN 5 Boyolali.

## **D. Objective of the Study**

This research is conducted to

1. describe the teaching of English using Story Book reading by the fifth year students of SDN 5 Boyolali.

2. to find out the problems faced by teacher in teaching English using Story Book reading at SDN 5 Boyolali.
3. to know how the students comment on the techniques applied.

### **E. Benefit of the Study**

There are two kinds of benefits of the study;

Theoretically and practically

#### **1. Theoretical Benefits:**

The result of this research can give some information to other researchers who want to analyze the teaching English language, so that the research also will be useful as the reference for these who want to conduct a research in analyzing teaching English language.

#### **2. Practical Benefits**

This paper can give the information for English teacher about what kinds of the techniques that one suitable for elementary school students in learning English, to construct a policy dealing with the teaching English at elementary school and to give them opportunity to learn and practice English lesson more effectively.

## **F. Research Paper Organization**

This research is arranged into five chapters:

Chapter I is introduction which concerns with research background, problem statements, limitation of the problem, objective of the study, benefit of the study, and the research of organization.

Chapter II is review of related literature, which discusses previous study, the notion of teaching English to children, the characteristic of children, the general concept of English teaching technique, and kinds of story book reading which is used and summary.

Chapter III is research method which presents type of research, data and data source, subject of the research, method of collecting data, and techniques for analyzing data.

Chapter IV is data analysis, which deals with result of the study and discussion of teaching English using story book reading.

Chapter V is conclusion and suggestion