TEACHING ENGLISH USING STORYBOOK READING TO THE
FOURTH YEAR STUDENTS OF SDN 1 SUMBERAGUNG BATUWARNO

RESEARCH PAPER
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CHAPTER I
INTRODUCTION

A. Background of the Study

Learning a language especially English, is a window to see another world, since English has an important role in human life such as in science, technology, education, and economics. On the basis of the reason, the government of Indonesia decides to adopt English as the first foreign language and put it in school curriculum. English has a subject in school covering the four basic language skills: speaking, reading, writing, and listening.

Reading is one of the complex ways in learning English. It is important for everybody to master the skill in order to cope with new knowledge in the changing world of technological age. The importance of reading will hopefully continue to increase in the years to come. Reading is a process of decoding message in which the students need their own experiences of knowledge. Nevertheless, there are still some people who never have much initial interest in book and readings, so they can not access to reading activities and to reading programs.

Reading must be learned from early to form their brain perfectly. So, the children will to get skill of reading to motivate them in learning English. One of the ways to motivate them, the teacher learning uses storybook reading in order to children enjoyed studying English. Then, the children easy to improve knowledge and to master skill of reading.
Storybook reading has the strengths in teaching-learning process. Such as, children recognized the meaning of significantly more words from the story than words not in the story, that storybook reading was effective for building vocabulary and the students are very easy to memorize new words, and also they are not easy bored in teaching English. Because of it have a lot of strengths, so it must be learned for early in order they will accustomed and enjoyed of reading.

In teaching English, storybook is very adjust to learned for children. The teacher uses this method to pay attention them in learning English. The characteristic’s students like playing and talking about story will to make them not bored. So, the students easy to study and to memorize new words or new vocabularies without fell forced.

Considering the importance of teaching reading though storybook reading. The teacher at the fourth year of SDN 1 Sumberagung uses storybook reading in learning English. Reading storybook reading because its easy to memorize them. By using this, it is expected that the teacher will be able to motivate them to learn and pay attention to the material, so that the students will not get bored. But, the teacher is difficult to speak English and pronunciation is not clearly because the teacher is not English teacher but she is Indonesian teacher.

Based on the background above, the writer is interested in having a study on “Teaching English Using Storybook Reading to the Fourth Year Students of SDN 1 Sumberagung Batuwarno”. The writer wants to know the
student’s ability the teaching English using storybook reading, the strengths and weaknesses of teaching English using storybook reading at SDN 1 Sumberagung Batuwarno.

B. Problem Statement

Based on the background of the study, the writer formulates the problems as follows

1. How is the teaching of English using storybook reading at SDN 1 Sumberagung Batuwarno in the 2008/2009 academic years?
2. What are the strengths and weaknesses of teaching English using storybook reading at SDN 1 Sumberagung Batuwarno in the 2008/2009 academic years?

C. Objective of the Study

This research is conducted to:

1. Describe the teaching of English using storybook to the fourth year students of SDN 1 Sumberagung Batuwarno.
2. Find out the strengths and weaknesses of teaching English storybook reading at SDN 1 Sumberagung Batuwarno.

D. Limitation of the Problem

In this research, the writer only focuses on how to get new vocabularies of students in learning English using storybook reading and the student are only the fourth year student of SDN 1 Sumberagung Batuwarno
E. Benefit of the Study

There are two kinds of benefits in this research, those are:

1. Theoretical Benefits

This research can be the source of information to other researchers who want to analyze the teaching of English, so that the research will be also useful as the reference for those who want to conduct a research in analyzing the teaching of English language.

2. Practical Benefits

The English teachers know about the kinds of techniques that is suitable for elementary school students in learning English, to support them to learn and practice English more effectively.

F. Organization of the Research

This research is arranged into five chapters, they are as follows:

Chapter I is introduction. It deals with background of the study, problem statements, objective of the study, benefit of the study, and the research organization.

Chapter II is review of related literature. It deals with previous study, notion of teaching English to children, notion of reading, notion of storybook reading.

Chapter III is research method which presents type of research, object of research, data and data source, 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 storybook reading technique.

Chapter V is conclusion and suggestion.