

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, research questions, and objectives of the study, significance of the study, scope and limitation, and definition of key terms.

#### 1.1. Background of the Study

English has an important role for students of elementary school. Usually the teacher teaches an introduction about English of elementary school at first grade to develop their other language. Kasihani (2007:15) states that young learners are primary school students aged 6-12 years. They can be divided into two groups, the first one is Younger Group (aged 6-8 years) and the second group is Older Group (aged 9-12 years) and according to their class level is divided into two groups also. Year 1, 2 and 3 are in the category of Lower Classes Students and year 4, 5 and 6 are in the category of Upper Classes Students.

To make young learners can communicate use English well the teacher should use simple text. So it can make young learners easy to understand. The students are expected to have skills of language in simple English with emphasis on speaking skill using selected topics related to their environment needs such as tourism industry. It is in line with the objectives of learning English at elementary school as stated in local

content of teaching guidelines based on Kanwil Depdikbud Kurikulum Muatan Local SD, 1994 that one of the objectives of learning English at elementary school is that the students are expected to have skills for reading and speaking.

Elementary students' are considered as young learners. A young learner has characteristic that are; a young learners still process to learn and develop their concepts, learning more slowly it is mean that a young learners step by step to know many things. So that the researcher chooses elementary students' as the subject from this research because they are suitable with the researcher research that focuses on picture story book.

Actually picture can make students give their full attention, make the learning process easy and run well. It also helps the students understand the lesson better especially when it is given interesting technique such as picture. "A picture book is story that the content completed with a picture, text, illustrations, cultural, moral, design of book and that can learn for a child as their experience (Barbara Bader in Weimer. et al., 2005) . In teaching, pictures are considers an efficient tool for limited English proficiency learners to increase their comprehension (Krashen, 1982; Wright, 1989). So that teaching English using picture books chosen as an appropriate tool to improve their interesting toward learning English.

The images in picture storybook usually use some media such as acrylics, watercolor, oil paints, and pencil. In picture book that aimed for

child usually in a book format the writer integrate visual and verbal narratives.

Picture story book is a story that supported by picture in it. In the picture story book there are several elements of picture story book. There are text, illustration, conflict, character and plot.

There are many kinds of picture story book such as fairy tales, comic and fable. Here, the researcher chooses fable because fable is easy to find and very much in demand by students. Fable is a story that used animals as the character of the story.

Based on the description above, the researcher is interested in analyzing young learners' perception on English picture story book at elementary school.

## **1.2. Problem Statement**

Based on those statements above, the writer in this study aims to answer the following research question:

How are young learners' perception on English picture story book?

## **1.3. Objective of Research**

Based from the problem statement above, the objective of the research is to know how young learners' perception on English picture storybook.

## **1.4. Significance of the Study**

### **1.4.1. Theoretical Significance**

This study is conducted to comprehend the phenomenon of elementary student view on picture. Moreover, it can influence the student and enrich knowledge of student in study. In addition, it can help reader, especially English teacher to know about what actually students need to reach the goal of improving their study.

#### **1.4.2. Practical Significance**

##### 1.4.2.1. School

This study is important to be done because it will give positive contribution especially for school because most of the students prefer English picture storybook.

##### 1.4.2.2. Teacher

This study is expected to motivate teachers, so they can affect the students to prefer English picture storybook in learning English.

##### 1.4.2.3. Elementary students'

The results of this study are expected to help them understand about English picture story book and motivate them to interest in learning English.

#### **1.5. Scope and Limitation**

The scope of the study is elementary students' views on picture story book. The researcher will find response of the students toward English picture story book. According to Barbara Bader, (2005: 118) "A picture book is text that supported by a picture in the story, illustrations,

design, cultural and hope with the picture can make the children interested and get a new world as their experience.”

The limitation in this research is the English picture story book. On English picture story book there are some elements. First is language organization, in story book the text of students' book should be organized into simple sentences and short paragraphs to make the students easy to understand the means of the text. Second is illustrations on the story, the story has an illustration on the cover of the book that can present of contains or point of the story, and then usually the researcher created the picture after finishing the text because the illustration as a partner of the text. Third is character on the story it means that the main character should have one or two character that easily the young learners to identify. Fourth is difficulty level, on the story there is conflict, the writer must be limiting the story to just one conflict that the main character must overcome and can be able to resolve the conflict about with individual, society, nature or self. Fifth is the last the element of the picture story book is plot. Plot is the arrangement of events in a story. As for the flashbacks contained in books should arrange with caution so as not to confuse the children understand the story.

## **1.6. Definition of Key Terms**

It is necessary for the researcher needs to define the key words to avoid misunderstanding and misinterpretation in this study. Here some definition of key term:

- ❖ **Picture storybook** is a story that supported by picture in it. The researcher chooses fable in this research.
- ❖ **Perception** is point of view of the students toward a thing using their senses..
- ❖ **Young learner** is children who are starting to learn around 6-12 years old