

# CHAPTER I

## INTRODUCTION

This chapter discusses some topics related to background of the study, objective of the study, significance of the study, scope and limitation, hypothesis and definition of key terms.

### **1.1. Background of the Study**

In the process of teaching and learning English, learners' ability in mastering the four basic language skills becomes an important goal. Language skills include listening, speaking, reading and writing. However, reading should be emphasized first because the abilities to read and comprehend assist writing and speaking abilities (Bao, 2004). Ediger (2001) cited in Hu (2009) reading is considered especially valuable under the foreign language context because it is one major source for students to obtain language input. Reading is an active cognitive process whereby the reader interacts with a text to produce meaning (Smith & Elley, 1997).

Most of the young learners have difficulty in reading. They cannot understand a text that they read. Indeed, comprehending a text is not easy for young learners. Teachers must do everything possible to make children's reading experience successful. It is important that the children understand what they read, enjoy the experience of reading, learn from what they read, and realize that they have learned and understand what they read. Reading comprehension is the act of understanding what you are reading. Learning to read means learning to

pronounce words, identify words and get their meaning, and bring meaning to a text in order to get meaning from it.

In Indonesia, the reading proficiency of the young learners is below average. It is stated by Program of International Student Assessment (PISA) team and Research Agency and Developing of National Education Department in their result of research that shows approximately 37,6 % of young learners can read without being able to catch the meaning and 24,8 % of them can only relate the text by a knowledge information ( Kompas, 2003 ) cited in ( Judarwanto, 2010). That is because young learners are rarely encouraged to read, and they also seldom have opportunities to read. They cannot really know how they comprehend the meaning of a text because of the lack of practice, lack of attention from the teacher, lack of motivation in the classroom, and the use of inappropriate strategies in the teaching of reading. And it is my belief that learners will study best when they bring their background knowledge to the text when they are reading.

Giving a task is a way to build the young learners read. As noted by Willis (1998), a task has a natural series of phases, such as preparation for the task (pre-task), the task itself, and follow-up (post-task). Task is used as a method of delivering teaching materials to the learners. It is also to create enjoyable classroom environment by engaging the learners in the learning process through the use of task. According to Willis (1998), states that language learners need variety and security. In addition, tasks are often stated into a sequence as part of a unit of work. Many task types involve multiple skills and sub skills, such as

reading a passage for comprehension and then doing something with the information that has been read, such as answering questions, discussing the information, making a decision, solving a problem, and expressing how one feels about a given situation (Oxford, 2006).

Commonly, teaching of reading at Elementary School is not learners-centered. Teacher role is more considerable than learners. Teacher reads the text for the learners and then explains the meaning of the text. Young learners are less given opportunity to develop their reading skill because teacher does not believe of his/her students' competence. And it can make them in poor performance in their examinations and in their daily life situation. They have a fear of reading, moreover in long reading text because they have low ability in comprehending a text and lack of motivation in the classroom. From those statements, the main possible cause of this passive response in young learners is the absence of the active role because of using the obsolete traditional teaching reading methods. So, the researcher wants to apply text-based task activities to young learners in teaching reading. That method can involve the learners during teaching and learning process especially in teaching reading.

Willis ( 1998 ) stated that all text based-tasks aim to encourage natural and efficient reading/listening/viewing strategies, focusing initially on retrieval of sufficient relevant meaning for the purpose of the task. Willis ( 1998 ) also explains that the aims of text-based tasks are to provide a wide repertoire of task types and designs based on written and spoken texts and require learners to apply

their real-world knowledge and experience to assign meaning to what they see, hear or read.

Many studies have shown that the learners-centered in teaching and learning process assists learners to improve and comprehend every aspects of teaching English than teacher-center. An experiment of Hustijn and Laufer (2001) showed that the task of composition with incorporated target words produced best retention results, and the task of reading comprehension plus filling in target words produced better results. These findings have difference with Valerija Marina's journal ( 2006 ), in her journal found that the essential features of a connected text helping students to raise their awareness of its structure and organization and to develop reading comprehension skills.

According to Scharlach's (2008) review, recently researchers have emphasized that educators must develop a motivational context for reading, provide interesting and appropriate text, and teach research-based reading comprehension strategies to increase comprehension. From those problems and some statements above, the researcher will try to test the theory about text-based task in reading comprehension towards young learners at sixth grade in SDN Tambak Beras.

## **1.2. Statement of the Problem**

Based on the background of the study, the problem that will be analyzed by the researcher is that:

Does text-based task affect reading comprehension towards young learners at sixth grade in SDN Tambak Beras?

### **1.3. Objective of the Study**

According to the problem statement above, the objectives of the study is to find out the effect of using text-based task on reading comprehension towards young learners at sixth grade in SDN Tambak Beras.

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

Significance of the study here is divided into two types; those are theoretical significance and practical significance. It will be described below.

#### **1.4.1. Theoretical Significance**

Ediger ( 2001 ) cited in Hu ( 2009 ) reading is considered especially valuable under the foreign language context because it is one major source for students to obtain language input. Smith and Elley (1997) added that reading is an active cognitive process whereby the reader interacts with a text to produce meaning. In Indonesia, the reading proficiency of the young learners is not up to standard because of teaching of reading at Elementary School commonly is not learners-centered but teacher-center, that is by teaching method. A study of people in Pakistan found that the text-based task activities provided learners with active role of participation as compared to the lecture method. In this study, the researcher will find out the effect of using text-based task on reading comprehension towards young learners at sixth grade in SDN Tambak Beras.

### **1.4.2. Practical Significance**

The result of this study can contribute some benefits to subject teacher and students.

The participating school will get the benefit because the results will be a guideline for the teachers to determine the specific difficulty encountered by the students in acquiring English. The teachers can find ways to improve their teaching methods.

The English teacher will get the benefit since he is actively involved in the study. He can discover some of the problems faced by the students and continue to rectify the problems.

The students can gain a lot of benefits because text-based task activities can give students the chance to develop their reading comprehension. It gives students opportunities to learn more active.

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

This study is only conducted with sixth grade students at SDN Tambak Beras. And this study only focuses on text-based task activities to assist young learners comprehend a text in reading. Text-based task activities itself have three phases to develop reading skill that will be used by researcher to assist her study. Those are pre-activity, while-activity and post-activity. Where in pre-activity consists of explore the topic, while-activity consists of task, planning and report, and post-activity consists of analysis and report the task. For the text, the

researcher focuses on topic of holiday, telling an experience and activity in the future as a text material.

### 1.6. Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow:

H<sub>0</sub> : There is no significant effect on using text-based task on reading comprehension towards young learners at sixth grade in SDN Tambak Beras.

H<sub>1</sub> : There is significant effect on using text-based task on reading comprehension towards young learners at sixth grade in SDN Tambak Beras.

### 1.7. Definition of Key Words

**Reading comprehension** is the act of understanding what you are reading to get some information.

**Text-Based Task** is an activity that learners must interpret the meanings within the text and it is designed for the experiment include pre-task (before the reading), in-task (while reading), and post-task (after the reading) tasks.

**Young Learners** are learners in Elementary School who can learn fast and good on imitating their teacher, and they can proceed into next level based on their skill.