CHAPTER I

INTRODUCTION

1.1. Background of the Study

A common problem faced by the most students in English class is getting bored and confused. They feel that English is very difficult because they have not known about how to learn English well. This problem occurs when a teacher does not have any interesting and challenging activity.

Nowadays, the government asks the school to use the 2006 English Curriculum. The purpose of the curriculum is to make students active than teacher. Here, the researcher is only facilitator. In this case, an English teacher should know how to make students active in the class. However, teaching English to the young learner in non-English speaking countries such as Indonesia is a quite complex.

Reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading was may be the most difficult language skill to teach because it involves so many different elements such as mechanical eye movements, grammar, vocabulary, phonetics, spelling, and intellectual comprehension. The majority of the students of English as a foreign language may never speak much English, but most of them will have to read English in order to complete their studies.

Learning English as a foreign language at elementary school must be done step by step to get achievement in learning. The students should get more time in

reading. There are some strategies in reading, those are scanning, skimming, intensive reading and extensive reading. In this case, the duty of the English teacher is to guide and motivate their students at early stages in learning foreign language.

SDN Banjaragung is on Jl. Banjaragung Balongpanggang Gresik. This school has many students than other schools. English is as local content (muatan lokal) in this school but it has a high passing grade. The passing grade (SKM) for all skills in English is 65. The researcher found some problems in teaching reading to the students especially in the fifth grade. The first problem is low students' reading comprehension than other skill. The possibility is they are lack of vocabulary.

The second is low interest. The students do not respond to the teacher's questions well. The possibility is low motivation to study especially in reading. They were often very crowded when the teacher asked to them to read word or text. They also complained that reading is very difficult. Most of the students said that they had better learn other skills of English than reading. Some of them liked to talk with their friends. Most of them did not pay attention to the teacher's explanation. Because they still have low ability in reading, so they got rich difficulties in the content as well. Thus, it will give effect to descend their motivation and achievement. Therefore, the students need a strategy that can make them enjoy learning reading in the class.

Many researchers had been carrying out to find out the appropriate strategy to teach reading. David Warrington (2006) entitled "The building

automaticity of word recognition for less proficient readers". The focus is how to build the automatic process of word recognition for less proficient at reading? The analysis made was descriptive research. The result said that which part of teaching, which tasks and which strategies are most effective for building automaticity of word recognition, needs ascertainity, personality, attitude, motivation, the learning environment, classroom setting, or the complex difference of learning styles could all be factors of great significance. These are all queries that need to be examining in order to make the skill of automatic of word recognition one that can be readily accessed and attained.

One of the strategies that can be use in reading is to read texts by using word recognition. Ehri (1994) stated that, the readers must be able to recognize words quickly, accurately, and effortlessly in order to understand and enjoy what they read. Beginning and less proficient readers often find themselves devoting a great deal of mental energy to decoding text. As a result, they may have less energy for making meaning of and interacting with the text.

Not only that, Patricia (2003), also stated that word recognition strategy can help a reader recognize words while reading. They include developing a store of words that can be recognize immediately on sight and being able to use context clues, phonics, structural analysis and dictionaries for word identification. The last for skill sometimes refers to as word attack skills. The word recognition can teach the students by giving lists of sight words or flash cards of words commonly use in print. Repeated exposure to the words is the key for recognition. Thus, word recognition is one of strategy in reading.

Based on the statement above, one of the best ways is by conducting an Action Research by using word recognition strategy to improve students' reading comprehension at the fifth grade students of SDN Banjaragung Balongpanggang.

1.2. Statement of the Problem

Related to the description above the following statement of the problem is: How does the word recognition strategy improve students' reading comprehension at the fifth grade students of SDN Banjaragung Balongpanggang Gresik?

1.3. Objective of the Study

The objective of this study is to improve students' reading comprehension at fifth grade students of SDN Banjaragung Balongpanggang Gresik.

1.4. Significance of the Study

This researcher gives some advantages for both teacher and students. For the teacher, the finding of the study can be use as alternative strategies to give them how to teach reading well. In addition, for the students, the students are able to use of word recognition that could be a good way for the students in learning reading. Therefore, the students can enjoy the material and improve their reading comprehension.

1.5. Scope and Limitation of the Study

The present study is an action research, which has limitation in finding out how word recognition strategy is to improve students' reading comprehension at the fifth grade of SDN Banjaragung.

The subject of this study is the fifth grade students of SDN Banjaragung. There are 29 students consist of 15 male and 14 female.

1.6. Definition of Key Terms

The definition of key terms is to avoid misunderstanding about the problem that would discuss. Here, the researcher lists and defines the terms which will be used, particularly where terms have different meanings.

The definitions of key words in this study are

1. *Reading is* one of skills that have to be master by the students of elementary level to collect and understanding written texts.

2. *Word Recognition is* the process of reading to determine the meaning of pronunciation or spelling of a word.