

Chapter One

Introduction

This chapter presents information about background of study, statement of the problem, limitation of the problem, research question, purpose of the research, significance of the research, and outline of the research.

Background

Teacher is one of important factors in a learning process. Teacher is a person who transfers his / her knowledge to his / her students and they can help the students achieve the learning objective. Therefore, the teacher should have the adequate knowledge as the requirement to teach his students. Jacobsen, D., Eggen, P., Kauchak, D (2009) stated that “the knowledge including the teaching learning process is content knowledge, pedagogical knowledge, and teaching skill.” (p. 30) Consequently, the teacher can teach the students easily and the teacher has more knowledge and trick to make the student interested to join the learning process.

Based on the three components as mentioned above, the teacher can teach all of the school levels such as elementary, junior and senior high school. In elementary school, the English teachers can teach their students and they are interested to teach the students because as stated by Harmer (2009) that the children are capable to learn languages faster than adults do. They have the strong memory, and they have different and various characteristics as well.

Children’s characteristics are varied and their ability should be developed. According to Phillips (1993), years in primary school are important for students’

intellectual, physical, emotional, and social development. Viewing from the intellectuality, the children need more knowledge to understand the material. Then physically, the children need to develop their confidence. Else, the children need to control their emotion when they learn and the last is social development, the children need to develop a series of characteristics to communicate with the others and can learn with the group.

Based on the researcher's experience, the researcher look at the students in elementary school who are not serious in participating the teaching and learning process. In other that Harmer (2009) stated that the students of elementary school do not want to be serious to learn English; they still like to play, get bored, and have limited attention span when the teacher has no interesting material. Based on the characteristic students as mentioned above, the teacher should have an interesting material. According to Damayanti (2007) actually the young learners like to learn something enjoyable and interesting like games, reading story books, and drawing.

Reading the story books that had full of picture can attract students' attention. The picture can help the children's understanding. With reading, the students can improve their vocabulary as pointed out by Brewster (2004) below "from story books, the students can find words to be remembered and easy to learn". (p.30) Hermida (2009) also stated that by reading the story books the students can add their general knowledge and form their good habit to read.

In SD Semarangan 5, the teachers use "reading story books" and the teachers say all students can join the lesson happily and they did not get bored during learning process. They will be interested to the picture and content in story

books. The subject of this research is about the teachers' perception in using English story books to teach English at SD Semarangan 5 Rewulu Kulon, Godean, Sleman.

The Statement of the Problem

In SD Semarangan 5 Rewulu Kulon, Godean the students have different characteristic, such as low motivation and every class has some special need students. According to Pratiningrum (2010), special need students usually had a problem to understand the lesson and have short memory to remember. Then special need students should have supervisor to make them understand. Besides, the low motivation students always feel that English is difficult to understand. So, the teachers need to have interesting teaching method to ensure the students desire to learn.

Limitation of the Problem

In this study, the researcher focuses on the teachers' perception to get knowledge about English story book as the English teaching method and the researcher focuses on what reasons for teachers use English story book. Besides, the researcher focuses on how the teachers implement English story book to teach their student. Based on the observations, the researcher found that English teachers in in SD Semarangan use English story books.

Research Question

1. What are the reasons for the teachers use English story book to teach English in SD Semarangan 5 Rewulu Kulon, Godean, Sleman?

2. How do the teachers implement English story book to teach English in SD Semarang 5 Rewulu Kulon, Godean, Sleman?

The Purpose of the Research

1. To know the teachers' reasons to use English story books in teaching English at SD Semarang 5 Rewulu Kulon, Godean, Sleman.
2. To know how the teachers implement the English story books to teach English in SD Semarang 5 Rewulu Kulon, Godean, Sleman.

Significance of the Research

For The Researcher. After conducting this research, since the researcher is one of the candidates of English teachers. The researcher can get knowledge and the researcher can apply the method in future.

Next Researchers. The researcher can stimulate people to make a research with same scope in different skill of English such as writing and speaking because in this research focused on reading.

For Teachers. This can be reference for other teachers to use reading story book as one of the methods if they have same characteristic with this school, and this research might help them to improve their method or strategies in teaching and learning process.

For Institution. To add reference for the school to apply this reading story book method and the institution rich to collection of story books to develop students diligent in reading skill.

Outline of the Research

Chapter one presents the description of research. The chapter is arranged as follow: background of study, the statement of the problem, limitation of the problem, research question, the purpose of the research and significance of the research. Chapter two presents literature review, review, and conceptual framework. Chapter three presents the methodology of research. The chapter is arranged as follow: research method, research setting and participants, data collection method, data analysis and trustworthiness. Chapter four presents findings and discussion. Chapter five presents conclusion and suggesstion.