

CHAPTER I

INTRODUCTION

A. Background of the Research

Foreign language learners study English in both formal and informal settings. Because of the globalization period, young learners in Indonesia must master the English language. However, if the students enjoy the class exercises, English can be a very enjoyable language to learn. By doing many things, such as using games, teachers would be able to make the class enjoyable (Gautam, 2015).

English consists of some skills are listening, speaking, reading and writing. In this case, reading becomes important skill that should be mastered by students since they are still young. Reading can help students understand concepts better and have a broader perspective. Reading is a fundamental ability that helps kids access information and develop their critical thinking abilities. In other words, reading significantly contributes to a student's ability to learn

(Yukselir, 2014). Reading, for instance, is crucial to the growth of language learning when learning English. As a result, reading English-language texts will aid pupils in expanding their vocabulary, learning grammar, and developing effective writing skills. Reading comprehension skills can be acquired easily through positive communication between the educator and the learner (Alharbi, 2015).

(Hung & Ngan, 2015), highlight reading as a fundamental skill and how it aids students in developing their vocabulary and fluency as well as other skills. Finally, it aids in their language acquisition and proficiency. Reading, for instance, is crucial to the growth of language learning when learning English. As a result, reading English-language texts will aid pupils in expanding their vocabulary, learning grammar, and developing effective writing skills.

Teaching English to young learners is not an easy task. Teacher needs to use appropriate learning strategies so the students are engaged and motivated in teaching and

learning process (Wulandari et al., 2020). If the teachers cannot teach the children appropriately, the children may not enjoy their learning. Consequently, the teaching learning process may be unsuccessful. It is highly suggested for teacher to create interesting, enjoyable and fun lesson for young learners. It is because young learners have a quite short attention span and are easy to get bored (Wulandari et al., 2020). Younger children likely to develop native-like English proficiency than adult learners (Harmer, 2018), but they are not necessarily better learners compared to older learners.

Teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy, (Antoni, 2011). Teachers strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they

will improve their reading comprehension. Moreover, according to (Lund & Winke, 2008), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading.

There are many strategies that teachers can use when they are teaching reading comprehension. According to Setiyadi (2006), some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading. In addition, teachers also may use the other strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on. In teaching reading, a teacher may use many different strategies, in order to use any instructional technique

effectively, anyone who teachers must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of description or labels for activities that may be classified as pertaining to instruction. (Harmer, 2006) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals.

The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested. (Lund & Winke, 2008) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques.

The key is to create learning environments that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies.

This research conducted at SDN 83 Kota Bengkulu class v which is located at Jl. Teluk Sepang, Kecamatan Kampung Melayu, Kota Bengkulu. Based on interviews and pre-observation with English teacher conducted this research is for several reasons. First, most students lack vocabulary, so they find it difficult to find the meaning of words, secondly, the majority of fifth-grade students have difficulty understanding texts when reading, thirdly, students are reluctant to read English text because the use of strategies in reading that are not appropriate also reads that are not in accordance with the level of ability of young learners. The researcher concludes that there are difficulties experienced by students in reading and the level of students' reading skills is still low. Lack of students' understanding of a text And most of the students just read without knowing the meaning of what was read. As a result of these students' difficulties, they have a low level of reading comprehension. Then to overcome these problems, the teacher applies strategies in teaching reading that can improve students' reading

comprehension skills. Based on the reasons above, the researcher analyzed the thesis entitled “**Young Learners Teachers' Strategies In Teaching Reading at SDN 83 Kota Bengkulu in Academic Year 2023/2024**”.

B. Identifications of the Research

The following issues can be detected based on the context of the situation mentioned above:

1. The use of inappropriate strategies on students
2. Strategies that are not in accordance with the level of students

C. Research Questions

Based on the background above, the problems of this research are:

1. What are the strategies used by the Young Learners Teachers in teaching reading at the fifth grade of SDN 83 Kota Bengkulu?
2. How they applied the strategies in teaching reading at the fifth grade of SDN 83 Kota Bengkulu?

3. What are the dominant strategies used in teaching reading at the fifth grade of SDN 83 Kota Bengkulu?

D. Objective of the Research

The objectives of the research are:

1. To find out the strategies used by the Young Learners Teachers in teaching reading at the fifth grade of SDN 83 Kota Bengkulu.
2. To describe how they applied the strategies in teaching reading at the fifth grade of SDN 83 Kota Bengkulu.
3. To find out the dominant strategies used in teaching reading at the fifth grade of SDN 83 Kota Bengkulu.

E. Limitation of the Problem

The researcher focus in this study is on the teachers' strategies in teaching reading. The researcher focus in this study is on the teachers' strategies in teaching reading. The researcher is conducted in the fifth grade as SDN 83 Kota Bengkulu, with the 2023–2024 academic year as the research subject.

F. Significances of the Research

The result of this research is expected to give important information for the students and English teachers.

The significances are:

1. For Teacher

The researcher hope this research can be input and provide suggestions for teachers who teach reading in class V SDN 83 Kota Bengkulu.

- a. The teachers will make the right follow-up for applying English teachers' strategies which are going to be used to make the teaching-learning process successful.
- b. Through this study, the English teachers will be more able to apply suitable strategies in their teaching-learning process in young learners.
- c. Through this study, English teachers can make appropriate follow-up actions in dealing with obstacles that occur in applied English learning strategies.

2. For the next researcher

The researcher also hopes that this research can provide new information and knowledge the future researchers regarding teacher strategies in teaching reading. The research results are expected to contribute to the future.

G. Definition of Key Terms

1. Young Learners

Young learners are the students of the elementary school from the age of 6-12 years old. They could be subdivided into two groups: they are a younger group (6-8 years old) and older group (9-12 years old). According to their level, they called students of lower classes such as first, second, and third years students and upper classes namely fourth, fifth, and six years students.

2. Teaching Strategies

Teaching strategies are the activities a teacher engages in when putting a lesson plan into action or

when creating a lesson plan to ensure that students grasp what they are learning.

3. Reading

Reading with understanding is the process of reading a specific piece of writing while taking the reader's intentions and motivations seriously.

