

CHAPTER I

INTRODUCTION

This chapter discusses some aspects related to the topic. They are the background of the study, the problem statements, objective of the study, the significance of the product, the significant of the study, and the definition of the key terms.

A. Background of the Study

English has an important role toward international communication. In Indonesia, English also taught start from pre-school and elementary school. Every language learning process should be paid more attention to right on target and able to improve students' language skills. Including in it is reading skills that have many benefits in student language development. Through reading activities, students are able gain a lot of knowledge.

Therefore, teachers should have special attention in reading competence because besides the benefits great for students, reading is also a complex activity. That matter in accordance with the opinion of Nurhadi (1987) which states that reading is a complex and complicated process. Complex means that in the reading process involved internal factors and the external factors of the reader. Internal factors can be intelligence (IQ), interests, attitudes, talents, motivation, purpose of reading, and so on. External factors can be in forming reading facilities, reading texts, environmental factors, or factors of socioeconomic background, habits, and reading traditions.

Now days, the low interest in reading is a big problem in Indonesia. According to Kusmana (2009) in the results of the Program for International Student Assessment research is that students' reading interest is low. When compared to countries in East Asia, Indonesian students are among the lowest. From the 42 countries surveyed, Indonesian students were ranked 39, slightly above Albania and Peru. The ability of Indonesian students is still below Thai students who are ranked 32. Likewise, with the mastery of material from reading, our students can only absorb 30% of the reading material presented in the reading material.

This phenomenon is a big problem for teachers, especially language teachers. As a professional educator, this problem must be the main challenge that must be addressed immediately because the low interest in reading can also affect students' reading skills. This is in accordance with the opinion of Supriyoko (2009) which states that theoretically there is a positive relationship between reading interest, reading habit and reading ability. The low reading interest of the community makes reading habits low, and this low reading habit makes reading skills low. That is what is happening to our society today.

To build students' interest in reading, there must be new innovations for student reading books. Then, the researcher decided to develop alternative media to build learners' character by using English storybook. By designing English storybook, it can make the learning easier, building student's interest in reading English books; students can also improve and be able to enhance their reading skills and activities.

Empirically, the use of stories can motivate students in addition to building interest and happiness in reading English books. Storybooks can enrich the pupils' learning experience (Ellis and Brewster, 1991). Stories are motivating and fun and can help develop positive attitudes towards the foreign language. Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world. Expected the use of this storybook later can support independent reading, develop reading strategies, and encourage motivation to read.

In addition, the researcher developed English stories based on character education. Character education is very important to instill in children from an early age. Especially for young learners, they need to be equipped with strong character education so that they have good behaviour. According to Lickona as cited in Gunawan (2012) character education is an education to form an individual's personality through the character education in which the result can be seen in the good attitude, honesty, responsibility, appreciate others' right, and work hard.

Based on preliminary observations held in several elementary schools in Kediri, most students need good reading books. The background underlying this phenomenon is that they think English is very important for their lives. In addition, the questionnaire proves that there are no English books that support their English learning at school. Those are reason why the researcher has chosen the title of this paper ***“Developing English Storybook Based on Character Education of Indonesian EYL Learners”***.

B. Problem Statement

Based on the background study above, the writer finds the main research problem is “What is the appropriate English storybook based on character education for Indonesian EYL learners?”

C. Objective of the Study

Based on the problem stated above, the objective of the study is stated as to develop appropriate English storybook based on character education for Indonesian EYL learners as well as building students’ interest in reading English book.

D. Specification of the Product

The storybook in this study was developed based on several character education. These storybooks have several characters that are honest, responsible, and tolerant. All these characters are included in everyday life to make it easier in terms of efforts in their lives. The stories in this storybooks are simple explanations and moral values based on character education. According to the results of the analysis the majority of students who are classified as young learners want books that have many images or illustrations, because this can help their understanding of the contents of the story. This product can be used to facilitate young learners to build their interest in reading English books.

E. Significance of the Study

This study is expected to give advantages in academic field, both for theoretical and practical viewpoint. Perceived from the theoretically, the research findings will contribute how to developing storybook as learning media in English classroom for EYL learners especially of the third grade of elementary school. Practically, this research is expected to give much information. For grade 3 students of elementary school, it will help their process of learning English. For the English teachers of elementary school, this storybook helps the quality of learning process in their classrooms.

F. Definition of the Key Terms

It is necessary to define the key terms in order to avoid misunderstanding and ambiguity. The key term defined as follows:

1. *Storybook*

Storybook is containing a short story or collection of stories intended for EYL learners. This book only consists of very few short story because they are meant to be read in few minutes. In this storybook also contains of moral value.

2. *Character Education*

Character is personality that distinguishes an individual from another individual. Character can be considered as the value of human behavior related to God Almighty, him/herself, environment and nationality which is

formed in his/her thought, attitude, feeling, saying and acting based on religious norm, law, manner, culture, mores and ethic.

3. *EYL Learners*

EYL (English for Young Learner) or young learners are students of primary school or elementary school aging 9-10 years old who are learning English as foreign language.