CHAPTER I

INTRODUCTION

This chapter elaborates some points which are background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, product specifications and definition of key terms.

A. Background of The Study

The advancement of technology on screen activities (i.e., watching television, playing games on computers, tablets and other devices) has come to dominate young learner's daily lives and they become familiarized with technology at increasingly early ages especially, gadget, smartphone, and others make literacy worse. These new gadgets of technology have become "*Time Eating Machine*" and all are thrilling with one another for their supremacy. In this media war, literacy has almost become a closed book (Loan, 2009). It is visible that people have reduced their contacts with the world of books and other reading materials. Young learners in particular, are carried away by new media in their leisure time. So there is deterioration of Indonesian character lately.

Reading literacy is a skill, which is the ground of almost all processes of learning and is neseccary for students not only to acquire languages and study literature, but also to learn other subjects. Harmer (2007) says that reading is useful for language acquisition. In line with Harmer, Lu (2002)

states that reading is the basis of all other skills in language learning. Hood, Solomon, and Burns (1998) mention that every aspect of life involves reading, both for enjoyment and obtaining knowledge. In Indonesia, reading books is a routine activity of elementary school students which helps to enrich their language and develop their literacy skills. It is according to the Ministry of National Education and Culture through Ministerial Regulation No. 23/2013 launched a school literacy movement to emerge an attitude of noble character for students through language.

Some result from International research conducted by Global Institute and Programme for International Student Assessment (PISA) refers to a conclusion that Indonesian student achievement is lagging and backward (Pratiwi, 2017). Therefore, the publication of 2013 curriculum for all level education, is one of the central and strategic ways in the framework of strengthening the character towars a civilied Indonesian nation. In 2013 curriculum put forward social and spiritual attitude. In addition to the attitude of learning as a process to help student become better, learning literacy is also important emphasized to student. This is caused by the literacy skills or reading and writing of Indonesia learners' is still low. It can be seen from the result of study PIRLS (Progress In International Reading Literacy Study) 2006 showed that the average of elementary school students' reading comprehension abilities in Indonesia gained 405 scores were still below of the average score of 500 and ranks 41 of 45 countries studied (I. Mullis,

Martin, Kennedy, & Fo, 2007). This shows that the literacy skills at school do not succeed as that expected.

The EFL educators have found that most students cannot read effectively. In line with that statement, Loan (2009) reported that reading habits among students are on the decline and the reason for decline in reading habits among students are offshoots of technological advancements. In fact, the survey of Economic Cooperation Organization showed that Indonesian reading culture occupy the lowest position of 52 countries in the East Asian region. Based on reports from the IEA *Study of Reading Literacy*, Indonesia ranks on 30 out of 31 countries. This statement shows that Indonesian learners possess low interest in reading. A research reports that most of the students in Indonesia do not have good reading habit though they spend approximately 10 to 11 years to learn English formally from primary to tertiary level. Some of the factor working on why Indonesia has not ranked in upper are the lack of students' motivation and interests to read, reading environments and low quality of eduaction.

In fact, reading is one of the language skills which are important. Through reading, learners can improve their knowledge. Reading stories, story-based approach, is emphasized to positively affect toward environment which stimulates a higher level of intrinsic motivation and engagement of student. However, based on the preliminary observation in an elementary school in Kediri, it is found that there is a literacy program but the book used not support the english learning and not relevant enough with literacy books.

Considering, English language currently growing very rapidly throughout the world. According to Whitehead (2007), English language today has become a global commodity that many countries in the world are investing substantial funds to improve the standard quality of English language learning in the schools.

English is used as a means of communication among people in the world. Knowing the importance of English in the world today, students need to be equipped with English communication skill. Hayes (2007) has further stated that English in primary school is not just a mere subject, but it is already regarded as a component of basic education. However, in Indonesian education, English is not compulsory at the primary school level but rather a local content curriculum since 1994. It means that the inclusion of English into the curriculum is dependent upon the actual need of the community where the school is located. It affects the English proficiency level of Indonesian people. According to Education First's English proficiency Index (EPI), which ranks countries by their skills in the language, Indonesia is in 32nd place out of 72 countries surveyed. Indonesia is falling behind Malaysia, Vietnam and other countries in the region in English proficiency.

Empirically, a research found that the use of english story book could enhance english skill of young learners besides build enjoyment and happiness. Moreover, a study also proved that using pictures could support independent reading, develop reading strategies, as well as foster reading motivation. Henceforth, in order to enhace student interest in reading, it is

necessary to develop picture story books as the main focus of this study. By using this kind of books, the student can be more interested in reading and easier to understand the message of the stories. Futhermore, through character education based stories, English instruction can be contextual, in which the contents of the stories used character building which becomes parts of the students' life, since the familiarity of the topics could decrease cognitive pressure they face.

To meet the goal, many reading techniques can be implemented, one of them is using interesting story book. It can be used not only as a tool to stimulate the students to read, but also as a tool to build their character. Also, the content of stories can allow the students to be creative, imaginative and can give them a sense of achievement. They can be the alternative source in exploring the values through the characters. There are some projects of the research carried out to fulfill those efforts, one of them is the research held by Astuti (2014) entitled "The Socialization Model of National Character Education for Students in Elementary School Through Comic". It gives the idea for the writer to develop the stories to be the appropriate ones not only to improve the English skills but also to teach the valuable character to the students through the characters in the stories.

The Act No. 20 of 2003 about National Education System (Sisdiknas) sends the message that education is not only to create an intelligent Indonesian generations with incor-ruptible personalities or characters. Character education appears to provide students with many benefits in the

classroom setting and beyond. Tantra (2012) states that there are four reasons why character building should be integrated in education. First, education is an effective process to develop character. It is widely agreed that the character building should be started from the family, school and environment. Second, education is a long term process. It means that education is stated from child till died. Third, by educating character building beliefs to avoid bad character. Education is not only to develop intellectual quotient, but also develop emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. Through education based on character building the students will have opportunity to develop their potentials become optimal. And the fourth is through education, the character building can be thought to the teachers, students and all of the steak holders of the school.

Based on preliminary observations held in an elementary school in Kediri, it was found that literacy program only occurs inside the classroom for approximately 15 minutes in a day. However, the books used by them are old books that are not relevant enough. In addition, the researcher has found in the result of the need analysis shows that 83,7% of students need interesting and fun English reading book to support literacy program. But, there are not English reading books to support their English skills.

In line with this, the present study is an attempt to develop story book based on character education for young learners. The study has aimed to build the students' character through the development of English Story Book. The

study will be under the title "Developing a Story Book Based on Character Education for Young Learners".

B. Problem of The Study

This study wants to develop a story book based on character education for young learners. Considering the previous description, the main research problem is "What are the appropriate story book based on character education for young learners?"

C. Objective of The Study

Based on the problem study above, the researcher formulate objective of the study that is to develop appropriate story book based on character education for young learners.

D. Significance of The Study

The results of the research have contribution for the students, teachers especially in Kediri and researcher as well. The contribution for each will be explained above:

1. For The Students

The research and development of story book based on character education is hoped could be an interesting learning media that can help instill students' favorite of reading English literature and build their character.

2. For The Teacher

   The teacher can develop the character education through storybook to support the student for applying character building.

3. For The Researcher

   By conducting this study, the researcher gained valuable experiences about developing teaching learning media, particularly story book based on character education.

E. Scope and Limitation of The Study

The scope of this study is the students in the fifth grade of elementary school in Kediri. Moreover, the limitation of this study is discussed about the development of story book based on character education for young learners. This study takes much time to develop it, so obtaining good story book based on character education, the researcher should have well prepared and manage enough time.

F. Product Specifications

A product that produced in this developmental research is story book based on character education for fifth grade elementary school student. A product that produced in this develompmental reserach has the following specifications:

a. The story book is a children's book to support literacy program.

b. There are 4 character in a story, Tar (as main character), Daddy (as Tar's Father), Mom (as Tar's Mother), Kinan (as Tar's friend), and Bob (as Tar's friend).

c. The title of this story book is "*How to Catch a Star*"

d. The contents are clear enough to be understood by the students.

e. The contents of stoy book consists of picture story that have character education values. The reseacher chooses nine value of character education for young learners. They are simple, care, responsible, fair, hard-work, discipline, courageous, fair, and independence. Those nine values are part of the character education values that mentioned by the Ministry of National Education Curriculum Center and also related to build the anti-corruption generation. Therefore, character education must be done as early as posible so that young learners can understand and care about good and right values.

f. The language used is easy to be understood so the vocabularies mastered by the students will increase eventually.

g. This story book developed with pictures, bright colors, simple language and easy to understand. So, it can attract the children's reading interest and understand the contents of the story.

h. The font of the texts and the size of the pictures fit the medium well.

i. At the end of the story, there are a moral values and quotes that related to the story.

j. In each story, there is a list of vocabulary words that can help the reader if they find a difficult words.

k. The picture designs are clear and attractive.

l. The story book size is 20 x 22 cm and it consists of 42 pages includes front and back cover.

G. Definition of Key Terms

In this study, the researcher explain some words definitions that might help the readers to understand the study. There are some terms need to be defined. The terms used in this study are as follow:

1. Developing

Developing is the act or process of creating something over a period of time.

2. Story book

Story book is a book containing a story or collection of stories intended for children.

3. Character Education

Character education is a process of transferring and acquiring values to children. It includes many aspects of teaching and learning for personal development such as reasoning, social and emotional learning, moral education, life skills training, community service, health education, prevention of violence, peer mediation and ethics.

4. Literacy

       Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

5. Young learners

       Young learners are referring to a student in five to ten years old and who have not yet started compulsory schooling and also have not yet read. But, in our country (Indonesia) the children up to six years old mostly already started to school and have already read also. Generally, young learners is a student in elementary or primary school.