

# CHAPTER 1

## INTRODUCTION

This chapter presents as an introduction of the research paper, which describes the background of the research, research question, purposes of the research, scope of the research, research methodology, and definition of key terms and organization of the paper.

### 1.1 Background

Reading plays an important role in learning a foreign language. Through reading people can have understanding or meanings carried by particular choice of words in a particular context (Davis, 2008).

In education context, Mikulecky (2004) states that reading does not only help students to get more knowledge or information gathered from reading sources, but also force them to think in English, build their vocabulary, improve writing skill and help them to find out about ideas, facts and experiences. Mikulecky emphasizes reading is one of the most fundamental skill that are inquired in a learning a language as it influences other general language skills like speaking, listening and writing.

Reading skill is often considered as passive or receptive, however, it involves active processing of information of the prior knowledge of the readers. Nuttal (1982, cited in Widhyasar, 2010) justifies reading as the process of interaction between language perception and reader's language skill, cognitive

skill and knowledge of the world. The readers are not only taking information, but also use and relate their experiences and knowledge about language system, literacy convention, and their general assumptions about the world to make sense of the text. Therefore, whether the readers realize or not, they create their own version of the text.

In relation to the English language learning, teaching reading is an important issue because reading comprehension will give a big influence on the other skills (listening, writing, and speaking). Teaching reading for young learners is not an easy thing, teacher should have certain abilities and strategies in delivering the message from the text to the students.

As a child responds at successively higher levels of abstractions to his environment he is involved in a dual process of internally assimilating new information derived from a widening array of external experience, while at the same time accommodating his own behavior to this expanding world of his conception (Piaget cited in Harker, 1981: 59). Based on that explanation, students' prior knowledge from environment and experiences help them to gain the information from the text they read. Regarding to the discussion as explained above, Language Experience Approach is one of a good alternative way in teaching reading for young learners. LEA can be used in the classroom in many different ways but it is finding the approach that best suits the students' learning while focusing on individualized instruction that is important (Vanderslice cited in Milner, 2008: 8).

More than 50 decades of research shows that Language Experience Approach is an effective instructional strategy to use for beginning native English-speaking readers. The main idea of Language Experience Approach that most sources agree upon are that Language Experience Approach uses students' experiences and language, it is useful for pre-reading and beginning reading instruction; and the primary goal of Language Experience Approach framework to develop the ability to communicate in all aspects of language including speaking, listening, reading and writing (Stauffer, 1970; Dixon and Nessel, 1983; Hall, 1981; Heller, 1988; Hildreth, 1983; Musthafa, 1987; Savage, 1992)

There are some reasons of using Language Experience Approach as an alternative teaching reading method for young learners (Stauffer, 1970). First, it supports developmentally appropriate instruction for children. Second, it supports balanced instruction that includes the reading and writing of authentic texts together with explicit strategy instruction. Third, it fosters integrated learning. The last, it combines all the components of the teaching learning.

Based on the background above, this research is intended to investigate the use of Language Experience Approach in teaching reading for young learners. In addition, this research also investigates teacher and students' responses toward the use of Language Experience Approach as a teaching method. The implementation of Language Experience Approach in teaching reading for young learners is expected to provide students with reading competence and encourage them to have higher motivation and confidence in performing their English skills.

## **1.2 Research Questions**

This study is intended to find out the answer to the following questions:

1. How does Language Experience Approach help students improve their reading motivation and comprehension?
2. What is the teacher's response toward her experiences in teaching with Language Experience Approach?
3. What are the students' responses toward their experiences in learning with Language Experience Approach?

## **1.3 Aims of the Research**

Relevant to the research questions above, the study aims to:

1. Find out how Language Experience Approach helps students improve their reading motivation and comprehension.
2. Find out teacher's response toward the use of Language Experience Approach in teaching reading for young learners.
3. Find out students' responses toward the use of Language Experience Approach in teaching reading for young learners.

## **1.4 Significance of the Research**

This research is significant because it enriches research on the use of Language Experience Approach as an alternative method in teaching reading. Moreover, this study is expected to provide theoretical, practical, and professional advantages of Language Experience Approach in English learning.

### **a. Theoretical Significance**

Theoretically, this research enriches the literature or theories related to the Language Experience Approach as teaching reading method and teacher and students' responses in the implementation of Language Experience Approach in teaching learning process.

### **b. Practical Significance**

Practically, this research provides some information for the practitioners especially for English teachers in conducting and facilitating better learning of English learning, to encourage the students to participate in teaching-learning process.

### **c. Professional Significance**

Professionally, this research provides information for English teachers, as they will particularly get advantage from this research. The findings will be an eye-opener and forward-reference to use appropriate teaching method to improve EFL classroom interaction. In addition, the findings of this research are expected to be another alternative way of improving students' motivation and comprehension in reading. It also gives a wide perspective to the coming researcher who would like to do the same research topic in order to conclude broader scope and larger samples.

## 1.5 Scope of the Research

In this research, there are two terms that serve as the limitation of the problems. First, this research focuses on investigating and describing the teaching and learning English in reading to Junior Talk Level students of Speak Up! English Course Bandung. It is specified only to describe the implementation of Language Experience Approach in teaching reading that is experienced by the teacher and students in the classroom.

## 1.6 Clarification of Terms

- a. Language Experience Approach: A method, initially proposed by Allen (1964), to reading instruction based on activities and stories developed from personal experiences of the learner.
- b. Motivation : Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai, 2011)
- c. Comprehensions: Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning (National Reading Panel, 2000)

## 1.7 Organization of the paper

This paper is presented into five chapters, as follow:

**CHAPTER I** : introduces the problem discussed in this paper. It consists of background, statement of problem, aims of the study, significance of the research, scope of the research, clarification of terms, and paper organization.

**CHAPTER II** : presents related theories and literature. They are definition, basic principles, applications, procedures and the implementation of Language Experience Approach in teaching reading.

**CHAPTER III** : explains the methodology or research design used by the researcher, which includes research design, site, participant, research instruments, data collection and data analysis

**CHAPTER IV** : explains the findings and the discussion of this study.

**CHAPTER V** : presents conclusion of the study and also contains some suggestions that is fully hoped to facilitate anyone deals with this study.