

CHAPTER I

INTRODUCTION

1.1 Background of The Research

There are four abilities that pupils as language users need to acquire, just like when studying any other language. These abilities are known as English Skills in English. Speaking, reading, listening, and writing are the four components. Language input skills include the abilities to listen and read. So with these skills a person obtains or receives the knowledge and information they need. Meanwhile, speaking and writing are output skills. Language users with the knowledge they gain from input skills produce a language in spoken and written form. Students in elementary schools need to start to deepen these input skills or it can also be said reception skills before they continue on to the next level of education. Because with these skills, especially if accustomed, students will get a lot of knowledge and information they need for their lives. Without mastering these input skills, students may have difficulty producing language as a result of output skills.

Especially mastery of reading skills. Moreover, with increasingly sophisticated and instant technological advances, we can obtain knowledge and information that is around and even the whole world that is not easy to reach without the need to move from where we are just by reading, as expressed by Harmer (2007, p. 99) that reading is useful for language acquisition. Provided students can understand what they read. "The more they read, the better they get at it". For this reason, it is necessary to understand in reading activities which in this statement also means that readers need to read a lot to be able to understand something. Because it is the primary language in the majority of the world's nations, English is a universal language. English is one of the languages that should be studied or mastered as well (Maduwu Byslina, 2016).

Since teaching a baby their mother tongue is analogous to teaching English at the educational level and most elementary school students do not know the language, this will have an effect on how English is taught at the elementary level, which is more introductory. Therefore, make every effort to create the aforementioned "very impressive first impression" so that it will serve as inspiration for them to learn English through the use of enjoyable teaching techniques (Park Eunshuly, n.d.). Learning English in elementary schools is implemented according to the curriculum 1994 as local content. Local content can be understood as subjects supporting the potential of the area where learning takes place. Learning packaging can be based on environmental characteristics, culture which includes customs, art, language deemed necessary by society (Sya & Helmanto, 2020). Only listening skills come before speaking in a child's life, and it is during this time that English speaking skills are taught (Darsiana, 2018).

English needs to be taught and introduced to children at the elementary level, where teaching English as one of the local content lessons in elementary school must be using learning methods that are easily accepted by children. (Hambali et al., 2021).

It is crucial to use higher-order thinking skills when reading comprehension occurs, such as interpreting the text's meaning, comprehending its content, or assessing its worth (Tankersley,

2003). Fluent reading, however, has a significantly greater impact on reading comprehension than other reading elements. When a text is read fluently, it is done at a speed that allows the reader to comprehend it in a coherent way rather than in bits and pieces (Ülper, 2010). Given the importance of students getting various kinds abilities/skills, it requires a learning that provides a skill or experience for students not only developing aspects knowledge but aspects of attitudes, values and skills. One of them through language learning (Rofi'i & Susilo, 2022).

For instance, a study conducted by Powell (2008) with 2437 third-grade kids at an elementary school revealed that readers who were more fluent also had better reading comprehension. Fluency in reading refers to reading quickly, accurately, and, of course, with the appropriate expressions. Fluent readers, therefore, comprehend what they read. Oral fluency seems to be essential to defining a proper analysis, according to a variety of authors, yet it becomes troublesome when learning to read fluently and effectively. When words are promptly recognized, the parts of the brain responsible for morphology, syntax, semantics, pragmatics, discourse analysis, and semiotics can quickly understand the meaning of the words (Sandak, Mencl, Frost, and Kenneth, 2004).

According to the features of the instructional materials and the needs of the students, the right learning strategies are required to help students enhance their reading skills. The method under discussion is a demonstration. Then, Hasibuan and Moedjijono (2002) state that the advantages of demonstration method are: first, students' attention can be focused on things that are considered important by the teacher so that students can catch important things, students' attention is more easily focused on the learning process, and not focused on something else; second, it can reduce errors when compared to just reading or listening to the teacher's statement because students get a clear perception of the results of their observations; third, if students actively participate in demonstrations, students will gain practical experience to develop skills and abilities.

The demonstration method is a means to teach learning content by showing pupils an actual or artificial example of a process, circumstance, or object that is being studied. This method is frequently combined with an oral explanation (Nahdi et al., 2018; Nurmitasari, 2016; Rizkiana et al., 2016). In addition, the demonstration method can be said to be a teaching method that shows about something accompanied by an oral explanation, students see and observe so that they get a clear picture.

The purpose of applying the demonstration method is to get a clear picture of things related to the process of setting something up, the process of making something, the process of working something, the process of making or using it, the components that make up something, comparing one way with another and to find out. or see the truth of something (Annisa et al., 2014; Netriza, 2019; Purwanti, 2018).

Based on the data analysis and discussion of the research findings that have been described, it is possible to draw the conclusion that reading skills in learning English using the demonstration method are assisting students in independently locating answers based on facts or accurate data and the method of presenting lessons by repeatedly demonstrating to students about a specific process, situation, or thing, whether real or just an imitation. The teacher cannot separate verbal explanations from demonstrations as a presentation strategy. Demonstrations can present more

tangible learning materials even while students' only function in the demonstration process is to pay attention.

1.2 Problems of The Research

According to the background of study above, the researcher need to find the answer of the problems, as bellows:

1. What is the reading ability of grade III elementary school students using demonstration method on reading ability in English learning?
2. Is there an effect of using the "demonstration method" on reading skills in English language learning?
- 3.

1.3 Objective of The Research

According to both of the background and the research problems above, the reasearch formulated the objective of the study, as bellow:

1. Knowing the reading ability of third grade elementary school students using demonstration method on reading ability in English learning.
2. Find out the effect of using the "demonstration method" on reading skills in English language learning.

1.4 Limitation of The Research

The limitation of this problem aims to make the research to be carried out can be achieved on its targets and objectives. The problem restrictions in this study are as follows: researchers only examined third grade students of SD Swasta Talitakum, the English learning method used in this study is the demonstration learning method, and student learning activities using observation sheets, questionnaires and learning outcomes tests in the form of pre and post tests.

1.5 Significant of The Research

The research hope this research can serve some useful informations, both theoretical significances and practical significances either for students or another researcher.

A. Theoretical Significances

Providing information about learners' reading ability in English language learning by using the demonstration method. It can be used as a comparison for further researchers related to English language learning, especially reading using the demonstration method.

B. Practical Significances

a. For The Students

Provide information about the effect of using demonstration methods on students' reading skills in learning English for consideration of creating varied learning methods, in addition to conventional methods in accordance with learning objectives.

b. For The Researchers

As a new experience and knowledge for researchers about the effect of using demonstration methods on students' reading skills in learning English and helping researchers to make statements.