

CHAPTER I

INTRODUCTION

This chapter will elaborate the research background, the research questions, the research purposes and significances, the rationale, the hypothesis, the research methodology (including the research design, the research site, the participants, the research steps, and data analysis), and the clarification of the terms.

1.1. The Research Background

Reading aloud is one of the most important things parents and teachers can do with children (Morrison & Wlodarczyk, 2009). Reading aloud can help children to establish many important basic skills, introduces vocabulary, provides a model of fluent, expressive reading, and help children recognize what reading for pleasure is all about.

However, teaching reading aloud to children is quite hard and need a good skill, especially when it is not their mother tongue (Snow, 2002). Commonly children who learn to read English words may not know those words as well as they know their first language (Snow, 2002). Besides, the children who are new in reading English word are usually shy if they make a mistake when reading. Cameron (2001: 1) says children do not find it is easy to use language to talk about language. Therefore, it is hard to ask the children to read loudly.

Shin (2008) states there are ten helpful ideas for teaching English to young learners. One of them is supplement activities with visuals, realia, and movement.

Young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (1990) describe, “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.” (Shin, 2008)

One of the characteristics of children is they love to play. Most of them are happy to learn English by game, not too seriously by giving them a grammar or structural lesson. Cameron (2001: 1) also argues that children are often more enthusiastic and lively as learners. Morisson (1968) mentions some activities or games to make reading interesting for young learners, one of them is Merry-Go-Round. Merry-Go-Round is one of activities that can be used when teacher wants to ask students to read aloud. Here, the pupils are sitting in arranged chair and asked to read some words by turn. By doing this activity, children are expected to be able read the words correctly because if they do a mistake, they will get ‘punishment’.

So far, the writer has not found any similar research about Merry-Go-Round. Furthermore, based on the prior test, most of the young learners in SD Negeri Manggah are still not able to read loudly. The test which was held by the English teacher showed that 25 (twenty five) students got the score lower than 7.0 and 11 (eleven) students got higher than 7.0. By those reasons, this research is expected to give the contribution in education and can be the reference for teachers to increase young learners’ reading aloud performance.

This research is important for at least two reasons. First, reading has to be taught as early as possible for students to understand the words and not to misunderstand the meaning of a sentence or text. Second, it is necessary to find a suitable method and strategy in teaching reading to elementary school students. Therefore, the writer will do the experiment using Merry-Go-Round and see whether it will be effective or not in teaching reading aloud in the elementary school.

Thus, the writer is interested in doing the research entitled “MERRY-GO-ROUND ACTIVITY IN INCREASING YOUNG LEARNERS’ READING ALOUD PERFORMANCE”

(A Quasi-Experimental Study at the Fifth Grade of SDN Manggah Kertamukti Cipatat Bandung Barat).

1.2. The Research Questions

Based on the background of the research that has been elaborated previously, there are three problems that will be answered in this research:

- a. How is the young learners' performance in reading aloud before being exposed to Merry-Go-Round activity?
- b. How is the young learners' performance in reading aloud after being exposed to Merry-Go-Round activity?
- c. How significant is the influence of Merry-Go-Round activity on the young learners' reading aloud performance?

1.3. The Research Purposes and Significances

This part elaborates the research purposes and significances. The research purpose is about the research objectives. The research significances are the usefulness of the research in educational field (including the theoretical significance, and the practical significance for teachers and students).

1.3.1. The Purposes of the Research

The purposes of this research are:

- a. To find out the young learners' performance in reading aloud before being exposed to Merry-Go-Round activity.

- b. To reveal the young learners' performance in reading aloud after being exposed to Merry-Go-Round activity.
- c. To find the significant influence of Merry-Go-Round activity on the young learners' reading aloud performance.

1.3.2. The Significances of the Research

1.3.2.1. Theoretical Significance

This research is expected to be able to give the contribution in education. If this research is effective it will give the reinforcement to the existing theory that mentioned a joyful learning will help students increasing their performance in reading aloud.

1.3.2.2. Practical Significance

1.3.2.2.1. For Teachers

Teachers are expected to develop the strategy of teaching reading at elementary school because young learners – especially in Indonesia – are new learners of English. The Merry-Go-Round activity can be used by teachers because it will be interesting for young learners in learning to read aloud.

1.3.2.2.2. For Students

The Merry-Go-Round activity will be useful for young learners because they will be actively involved in the learning activity. By doing the learning actively, students can easily understand and know how to read the word correctly.

1.4. The Rationale

Several advantages are claimed for starting to learn a foreign language in the primary years: more evidence is needed to judge how far claims turn into reality (Cameron, 2001: 16). Pearson (2008) says learning the second language is easier for children under ten year old and children under five rather than the adult who need more efforts to learn it. Actually, learning new language at any age gives a great experience in many ways. While language learning enhances experience for all ages, children gain more wonderful adventure from it. Simply, starting to learn language earlier offers the widest benefits and opportunities (Early Advantage, 2013).

A study undertaken by York University in Canada suggests that bilingual children's knowledge of a second language gives them an advantage in learning to read. Their ability to apply the insights and experiences of one language to the others as well as their wider experience of language gives them a big leg up. As they grow older, this advantage continues and grows. Plus, being able to read two languages is pretty impressive all by itself (Early Advantage, 2013).

Hence, giving English lesson to children at their early age obviously has the advantages. Somehow, in teaching a foreign language, especially to Indonesian children who are new in learning English, EYL teachers have a difficult task: that is, because the students whom they teach are young learners who are new in learning English. Therefore, teachers have to create appropriate teaching activities, strategies, and methods to make students interested in English.

There are ten characteristics of young learners (Suyanto, 2008: 20). One of them is that young learners (elementary school students) are generally active learners and thinkers. They like to learn – including learning language – by doing something (learning by doing), for instance, playing and singing. For that reason, applying game when learning is appropriate in elementary school. Moreover, Clark (1990: 6) mentions that children get bored easily, beside the short of attention span. Commonly, children are forced to go to school. Therefore, teachers should be able to create the fun, interesting and exciting class by setting up the interesting activities.

Morrison (1968: 239) states a number of games for being applied in elementary school when teaching reading, one of them is Merry-Go-Round.

Merry-Go-Round: The chairs used by children in a reading group may be placed back to back in a double row. One player who is called “It” should be without a chair. A word card is placed on each chair. The players pick up their cards off the chairs and read the words in turn. If a child misses, the child who is “It” may try to read the word. If he succeeds, he may take the chair of the player who missed, and the latter player will become “It”. If both children fail, a volunteer will be called upon to read the word, but this reading of the card will not be part of the game. When all the children have read their cards, they put them on the chairs and move around one place. The child who is “It” continues to wait for his turn to get a chair by reading the word when another child misses (Morrison, 1968: 239).

When teachers use the appropriate and well-planned procedures for introducing a good technique or strategy in silent reading and reading aloud, it will help students to create a good reading habit that will be useful for their future life.

Related to that theory, the writer will apply Merry-Go-Round in teaching reading to elementary school students. The pre-test will be given before the treatments are applied to obtain the score of the students’ prior reading aloud performance. Then, Merry-Go-Round will be applied by the writer during the teaching process. After that, the post-test will be given to obtain the students’ score of reading aloud performance after being taught with Merry-Go-Round. Then the differences between the score before and after Merry-Go-Round is applied can be seen.

The diagram below will make it clearer:

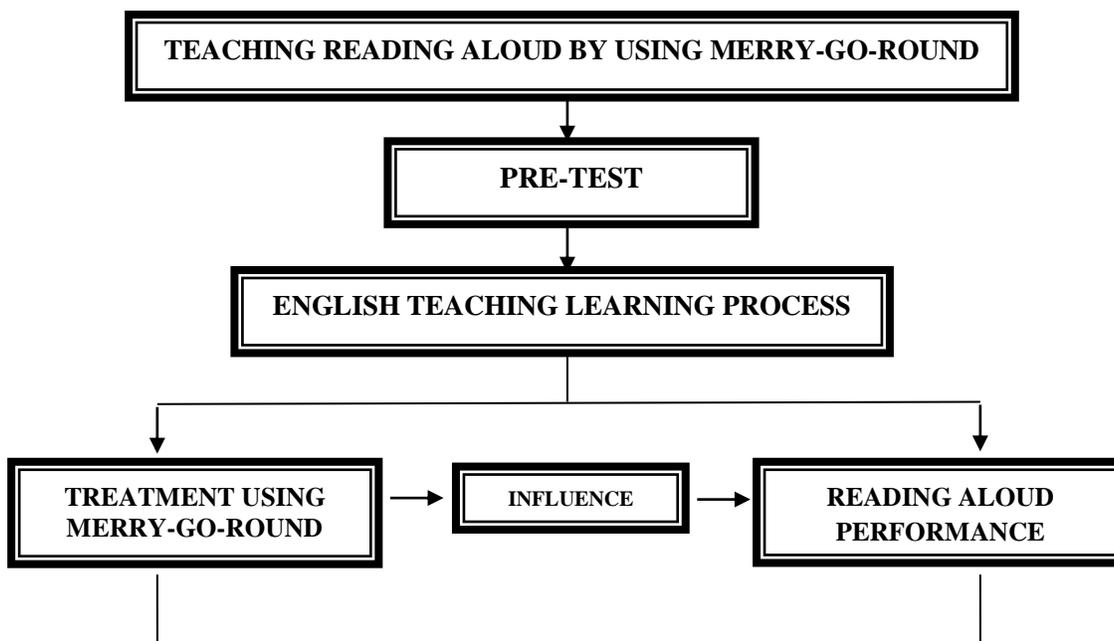


Figure 1.1. Theoretical Framework

1.5. The Hypothesis

A hypothesis is a prediction about the outcome of a research in terms of the variables being investigated. Such a hypothesis is often called a research hypothesis (Crowl, 1996: 68). The research hypothesis for this research is: “The students after being taught with Merry-Go-Round will get the score significantly higher on a reading aloud test than before being taught with Merry-Go-Round”. The variables in this hypothesis are “Merry-Go-Round” and “reading aloud score”. The nature of the predicted relationship between Merry-Go-Round and young learners’ reading aloud score is clear. It is predicted that Merry-Go-Round will be associated with higher reading aloud scores and performance.

Hence, it is reasonable if the hypothesis of the research is that the Merry-Go-Round will make students pay more attention and put more interest in reading aloud. As a result, the working hypothesis are:

- a. H_0 is accepted if $t_{\text{count}} < t_{\text{table}}$. It means that Merry-Go-Round activity has no influence on young learners’ reading aloud performance.

b. H_a is accepted if $t_{count} > t_{table}$. It means that Merry-Go-Round activity has some influence on young learners' reading aloud performance.

1.6. The Research Methodology

Research methodology is a systematic way to solve a problem. Research methodology also can be defined as the study of methods by which knowledge is gained. It aims at giving the work plan of research (Rajasekar et al, 2006). The research methodology of this research includes the research design, the research site, the participants, the research steps, and the data analysis.

1.6.1. The Research Design

According to Cresswell (1994: 59), research design is the specific procedures involved in the last three steps of the research process: data collection, data analysis, and report writing. This research uses a quasi-experimental design of research.

Quasi-experimental studies also examine outcomes; however, they do not involve randomly assigning participants to treatment and control groups. A quasi-experimental study might compare outcomes for individual receiving program activities with outcomes for a similar group of individuals not receiving program activities. This type of study also might compare outcomes for one group of individuals before and after group's involvement in a program – known as “pre-test/post-test design” (Moore, 2008).

For this research, the writer uses one-group pre-test and post-test design. This research design covers one group that is observed in the pre-test step then given the treatments and the post-test. The writer decides to use this research design because the number of the population is too small to fill both a treatment and control group. The writer compares students' performance (score) before and after the treatment. The illustration is shown in the figure below:

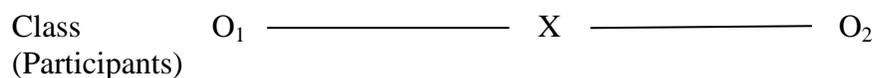


Figure 1.2. Quasi-Experimental (Pre-test & Post-test Design)

(Creswell, 2010)

Explanation:

O₁ : Pre-test (Test before learning using Merry-Go-Round)

X : Treatment by using Merry-Go-Round

O₂ : Post-test (Test after learning using Merry-Go-Round)

1.6.2. The Research Site

This research takes place in SD (Elementary School) Manggah Kertamukti Cipatat Bandung Barat. This school is chosen by the writer because it is located in the rural area. The school applies English lesson but does not have enough facilities for learning English, besides the building is not sufficient and the environment around the students (few people speak English in their daily life) do not support them to learn English. Therefore, the writer decides to try the Merry-Go-Round in this school to increase the young learners' performance in reading aloud.

1.6.3. The Participants

The participants are those who are being researched by the writer. The participants included the population and the sample.

1.6.3.1. The Population

Before doing the research, the writer must select one or more groups of people as the population and the sample. The population refers to a larger group than the sample.

Populations are groups consisting of all people to whom researchers wish to apply their findings. Sometimes researchers conduct their studies using entire populations. More often, however, researchers conduct studies using samples, which are subsets of people used to represent populations (Crowl, 1996: 8).

Population is defined as the whole of research subjects (Arikunto, 2002: 108). If all the elements which are exist in the research site is being investigated, it is called population research.

In this research, 36 (thirty six) students of the fifth grade in SD (Elementary School) Manggah is chosen as the population.

1.6.3.2. The Sample

Sample is a subsets of a population selected for measurement, observation or questioning, to provide statistical information about the population (www.boundless.com). Crowl (1996: 8) says that samples are subsets of people used to represent populations. In addition, sample is a part of the total characteristic that belongs to the population. If the population is a large number, it will be hard if all of the population is taken, so the sample is chosen and the result of treatments can be prevailed to all populations (Sugiyono, 2009: 81). Furthermore, sample is a part or the representative of the population which is investigated. If the number of the subject is less than 100 (one hundred), it is suggested to take all of the subjects. However, if the number of the subjects is more than 100 (one hundred), the sample can be taken 10-15% or 20-25% from the subjects (Arikunto, 2002: 109).

The sample in this research is 36 (thirty six) students of the fifth grade of SD (Elementary School) Manggah Kertamukti Cipatat Bandung Barat. The sample is the entire of the population because the number of the population is less than 100 (one hundred) students. Furthermore, according to the English teacher in SD Manggah, the fifth grade students are still not be able to read English words correctly although it is their third year in learning English.

The sampling method that is used by the writer is purposive sampling. Purposive sampling is taking the samples by several reasons. The writer chooses the fifth grade because

they are still considered as a beginner in learning English, and they are still difficult to read English words. Therefore, by trying the method to them, the writer expects that it can help them to improve their performance in reading aloud.

Purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgment of the researcher (Lund Research, 2012).

Furthermore, the non-random sampling is used in this research. Non-random sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected (Castillo, 2009). The writer will choose the sample directly without choosing them randomly because the fifth grade in that school is only one class.

1.6.4. The Research Steps

Creswell (1994: 52) mentions the general steps in the process of research as follows:

- 1) Identifying a research problem
- 2) Reviewing the literature
- 3) Specifying a purpose
- 4) Collecting data
- 5) Analyzing and interpreting data

In quantitative research, the data are analyzed using mathematical procedures, called statistics (Creswell, 1994: 56). The first step of the analysis is breaking down the data into parts to answer the research questions. The statistical procedures then provide information to address the research questions or hypothesis. Then, the result of the analysis is interpreted based on the early predictions.

Furthermore, Creswell (2010: 249-251) explains the steps of analyzing data are:

- (a) Reporting the descriptive statistics which have been counted and observed in pre-test and post-test. The statistics are means, standard deviation, and range.
- (b) Explaining the inferential statistical test which is used to test the hypothesis.
- (c) The last step is interpreting the data based on the hypothesis or research questions which have been planned in the beginning of the research. In this step, it is explained whether the hypothesis or research questions are significant (accepted) or insignificant (rejected).

6) Reporting and evaluating research

To collect the data, the writer will do the test and the observation as explained below:

1.6.4.1. Test

Test is a way to assess in the form of an assignment or the series of assignments which should be done by the learners, so the grade of the learners' achievement can be known (Abidien, 2013). The test is very important to gain the data. The test will be given twice; the pre-test and the post-test. The pre-test aims at knowing the pre description about the students' performance in reading aloud. While the post-test aims at gaining the data after applying the treatment.

The writer will be executing eight meetings in which the first meeting is for doing the pre-test. The second until seventh meeting is for giving the treatments, in this case the merry-go-round activity. Finally, the last meeting is for the post-test.

The more detail steps are given in table below:

**Table 1.1.
The Course Program**

No	Topic	Method
1.	Pre-test	Oral test of reading aloud.

No	Topic	Method
2.	Stationary and school equipment	Merry-Go-Round activity
3.	Parts of School	Merry-Go-Round activity
4	The School Personnel	Merry-Go-Round activity
5	The School Uniform	Merry-Go-Round activity
6	The School Subject	Merry-Go-Round activity
7	The School Library Object	Merry-Go-Round activity
8.	Post-test	Oral test of reading aloud.

1.6.4.2. Observation

Observation is one of methods of collecting data for evaluation. In other words, observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting (CDC, 2008).

Observation aims for knowing the real condition of SD Negeri Manggah. It needs to be done because the profile of the school will be needed for this research. The writer asks the details about school profile, the number of teachers, the number of students, and the condition of the school. Furthermore, the writer also asks the ways of teaching or the methods of teaching which are always used there, and the attitude or motivation of the students toward English lesson. For getting that information, the writer will ask the copy of the data that included the profile of the school, then doing an interview with the English teacher.

1.6.5. The Data Analysis

Analysis is a process of resolving data into its constituent components to reveal its characteristic elements and structure (Dey, 1995: 30). Data analysis which can also be called as

tabulation of data or interpreting of data aims at simplifying the data in order to be easier to be read and interpreted (Effendi, 1987: 231).

1.6.5.1. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students' reading aloud performance after the application of Merry-Go-Round. To know the development of the students' reading aloud performance, normal gain (*d*) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.2.

Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Hake, 1999)

The conversion score of number and character scoring is stated below:

Table 1.3.

Conversion Score

Score	Character	Interpretation
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007: 245)

1.6.5.2. Testing the Normality

Testing the normality is conducted by the procedure as follows:

- 1) Determining the range (R) of data

Formula:

R = the highest score – the lowest score + 1

$$R = H - L + 1$$

(Sugiyono, 2009: 55)

- 2) Determining the class interval (K)

Formula:

$$K = 1 + (3,3) \log n$$

(Sugiyono, 2009: 35)

- 3) Determining the length of class interval (P)

$$P = \frac{R}{K} \text{Formula:}$$

(Subana. et al, 2000: 40)

- 4) Making the table of distribution of frequency
 - a) Counting deviation standard

$$S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n - 1)}}$$

(Sugiyono, 2009: 58)

With:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

b) $dk = K - 3$ Determining the degree of freedom with the formula:

c) $\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$ Determining the value of χ^2 from the table

5) Determining normality test criteria

Normality test with determination:

- The data is normal if $\chi^2_{count} < \chi^2_{table}$
- The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

1.6.5.3. Hypothesis Test

Hypothesis test is used to know the influence of Merry-Go-Round on the students' score of reading aloud performance. The hypothesis test is done by testing the statistic data.

- 1) If the data is distributed normally, so the parametric statistic test is conducted that it's t-test.

$$t = \frac{M_d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

(Subana. et al, 2000: 132)

Explanation:

M_d = the average from the gain between the pre-test and the post-test

d = score gain of the post-test toward the pre-test of each object

n = number of subjects

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant influence of Merry-Go-Round on the students' reading aloud performance.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant influence of merry-go-round on the students' reading aloud performance.

2) $z = \frac{T - \mu_T}{\sigma_T}$ If the data of distribution is abnormal, the data is conducted with the Willcoxon

Test:

(Sugiyono, 2009: 136)

Explanation:

T = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

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$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2009: 136)

$$z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

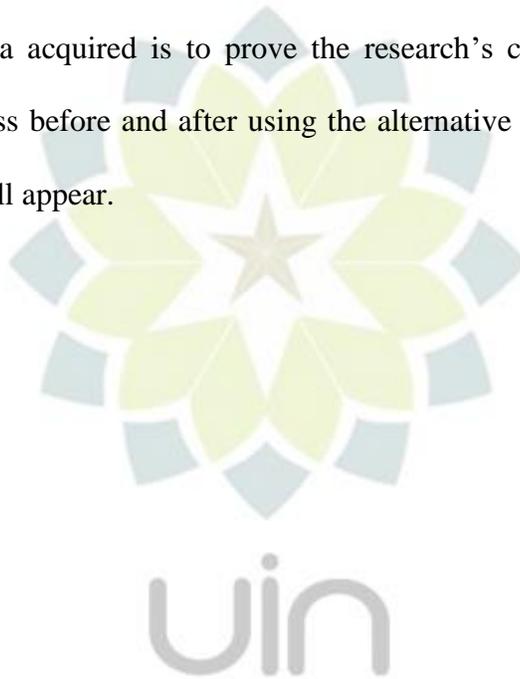
Hence,

(Sugiyono, 2009: 137)

Criteria:

- $Z_{count} > Z_{table}$, so, H_o is rejected and H_a is accepted.
- $Z_{count} < Z_{table}$ so, H_o is accepted and H_a is rejected.

In summary, the data acquired is to prove the research's circumstances including the teaching and learning process before and after using the alternative method. Thus, the absolute result of the data analysis will appear.



1.7. Clarification of the Terms

In this research, there are three terms that have to be clarified by the writer in order to make clear and not misunderstand in interpreting the research. They are Merry-Go-Round, young learners, and reading aloud.

- Merry-Go-Round:** One of the strategies of teaching reading to young learners (elementary school students).
- Young learner:** Pupils who are between five and ten or eleven years old (Scott and Ytreberg, 1990: 1).

- c. **Reading aloud:** A process of uttering the writing words by paying attention to sound, intonation, and pressure (Kamidjan, 1996: 9 in Zai, 2013).

