CHAPTER 1

INTRODUCTION

1.1 Background of Study

Reading is an important skill that everyone must be able to do besides writing, listening and speaking. At the beginning of school, teachers taught about literacy skills to students. "Literacy is ability to read and write"(Oxford Dictionary, 1987, p. 496). Yet, before students can write, they usually learn to read.

In the past, children learned to read when they were in the first grade. Since English becomes more important now, reading is highly significant in learning English. So, many schools have promoted reading program since in primary grades and onwards. The goal can be varied, such as to enable the students to read early in the childhood, to develop interest in reading, or to keep track of their reading and progress. In general, reading program is defined as the program which is designed to teach reading. It has many different names, including *Uninterrupted Sustained Silent Reading* (USSR), *Pleasure Reading, Drop Everything and Read (DEAR)* and so on.

In addition, there are lots of reading materials available in the bookstores that suitable for early readers. So, teachers and parents will not find difficulties in choosing the materials to read. They can start the reading program with simple stories to match their reading level. The publishers also offer a various kind of series stories to help parents to increase their children reading ability. Child development specialists have long noted that reading books to children or telling stories triggers their imagination and sharpens their literacy skills. Due to the reason, schools must provide a reading

environment in class or library before establishing the program, perhaps parents or children can borrow storybooks from school.

Moreover, many parents are busy with their jobs and they do not have much time to read for their child. The writer wants to propose teachers, especially parents that reading program has benefits to students. In evidence, teachers and parents will know the children's level in reading from the reading program. Besides, they can overcome the difficulty earlier that the beginning readers face when they learn to read. Research has shown that enjoying books with a child even for a few minutes a day can make a measurable difference in the acquisition of basic reading skills.

Therefore, from this study, the writer would like to present the reading program in Ladybird Kindergarten School. Teachers and parents have a great influence to the children. A contribution of reading program has positive effect on students' language development. The more they read, the better their education.

1.2 Problem Formulation

Nowadays kindergarten students are expected to learn to read early in the childhood. Since reading is important in part of children's lives, many schools create a program which are more challenging. So, in this study the writer would like to find out the answers of these questions:

1. How does the school apply the program to the kindergarten students?
2. How far are the parents involved in their child's reading program?

1.3 Scope and Limitation

The scope of this study is about the reading program in Ladybird School. The writer discussed the way the teachers in Ladybird School apply the reading program to kindergarten students and describe the implementation of reading program in class, such as the teacher's procedure and strategy in reading using stories.

The subjects of this study are Kindergarten (KG) 1 students, aged four to five years old. The writer did the field research by conducting observations to eleven students. The school located in Citra Garden 2 block N1/1. The observations were done in a month from March to April 2009.

1.4 Goals & Functions

Of course, in compiling the study, the writer has goals and function. The goals of this study are to describe the reading program in Ladybird, discover how the teachers apply it to kindergarten students and to find out the parents involvement. The functions of this study are to invite teachers to set up a reading program for their students, perhaps this study can be used as a guide for them, and to inform parents that they can also participate in developing their child's reading and interest at home. Yet, parents and teachers should be aware of ways to make the learning opportunities for them. They have responsibility for their children's education.

1.5 Research Methods

To accomplish this study the writer conducted two kinds of research. First, the writer did library research in order to find theories that relevant to the topic. The writer used some books about children development and reading in compelling the thesis.

Second, the writer conducted a field research using qualitative research to KG 1 students, ages four to five years old at Ladybird School through observations and interviews. Here are the steps:

1. The writer did four times observations in a month from March – April 2009, every Friday for in- class reading at the end of lessons, at 12.05 pm and every Monday for the reading homework before the lesson started, at 8.15 am.
2. During the observations every Friday, the writer noticed how the teacher did the story reading: (1) the procedure before, during, and after reading; (2) the strategy in presenting the reading. Besides, the writer also paid attention on their reaction to the story that being told by the teacher. The writer also did the interviews each time the reading is completed. The writer asked two students randomly about their personal opinion from the story.

   And for reading homework, every Monday morning, the writer found out how the students retell the story which they had already read at home. In this study, the writer observed four students with different aged to see their ability in retelling the story.
3. Then, the writer wrote a research report as the result of the observation or the findings.
4. The writer drew conclusion about the implementation of the reading program in Ladybird kindergarten school gave suggestion to the readers as the final steps to complete this study.