

# CHAPTER I

## INTRODUCTION

### Overview

This thesis begins with presenting the background of this research, problem identification, research limitation, research question, research objective, and research significance. In this chapter, the researcher explains the reason why the researcher conducted this research.

### 1.1 Research Background

Indonesian primary schools now include English language literacy as part of their curriculum. The government of Indonesia has made an attempt to boost English literacy especially for young learners, because of the language's global significance in business, trade, and education. According to August et al. (2005) Elementary schools in Indonesia includes reading comprehension into the learning material of English subject. According to Alqahtani (2015) The reader are able to comprehend the words that they read when they have decent vocabulary mastery. The greater a young learner's vocabulary mastery, the more easily they were able to understand the text they are reading. The level of students' self-assurance was really important to have at the elementary school students.

The best time to learn English is at a young age, when children are still in their infancy. It is because when the teacher is providing stimulus through the teaching process, the young learners can easily absorb it (González, 2010). The Elementary school students that are categorized as young learners are easier to learn new

language than the age above them (Cameron, 2001). Piaget (2000) the concrete operational stage were the children within the age of seven to eleven years old and still studying in elementary school. The children at concrete operational stage were still in the process of analytical circumstances. The children are also having the ability to understand the ideas. In this operational concrete stage, the children also have built up ability in problem solving, being logic in reasoning, and capability in understanding different point of view. Research conducted by Rahmaniar, et al. (2022) stated that the fifth-grade students in Indonesia are categorized as in the concrete operational stage. The research shows that the fifth-grade students have the ability to think logical and abstractly. According to Moon (2005) A child's development, linguistic flexibility, and potential for long-term benefits all align with the elementary school years as an optimum time to begin learning English. By the time they reach elementary school, the young learners have already formed their foundational language skills.

Literacy skills consist of reading skill, which allows the young learners to read the written text in English (Pang, et al., 2003). Reading is related to comprehension where the reader comprehends the ideas and obtain information from it instead of just reading the text. When reading a written text, interpreting the ideas from the text is a must for the students (Rose, et al., 2003). Gilakjani and Sabouri (2016) also stated that how a reader constructs meaning by interacting with a text and the written language is called comprehension. When readers focus into the essential ideas, the students can interpret the meaning found in the text they read. Therefore, it is essential for readers to be able to comprehend the text by having the skill of reading comprehension. For young learners, reading comprehension skill is really

vital to be acquired. By having great ability in reading comprehension, the students will increase their level of success in continuing the next level of education.

Unfortunately, the young learners often having difficulties in comprehending the texts that are written in English (Best, et al., 2004). They frequently gave up in reading because they are not able to overcome the difficulties that they face in understanding the English written text. AlAdwani (2022) stated that the students that were taught reading with traditional teaching strategy ended up having difficulties in understanding the text they read. Traditional teaching strategy frequently involve a unidirectional flow of information because the teacher only ask the students to learn the material by themselves from the textbooks (Serbessa, 2006). According to Ghazizadeh and Fatemipour (2017) Traditional teaching strategy made the students get low successful rate compared to non-traditional teaching strategy. In addition, Solano et al. (2017) stated that the students that were taught using traditional teaching strategy have a slow down the progress toward achieving fluency in the target language. students that taught Traditional teaching strategy is more passive, may prevent critical thinking, analysis, and a better knowledge of the content, which in turn can lead to poor ability in comprehending the text. According to the research stated, it can be concluded that poor reading comprehension skill found in the young learners was caused by traditional teaching strategy.

Since traditional teaching strategy was not effective, digital flashcards can be used to teach reading comprehension. Research conducted by Winoto, et al (2018) concluded that digital flashcards was proven effective to be used as the teaching strategy for young learners that are in concrete operational stage. Nikoopour and

Kazemi (2014) stated that digital flashcards can help to increase the young learners' ability in comprehending the text that they read. According to Pan, et al. (2022) Digital flashcards is a more convenient form of flashcards than the pre-made letter flashcards. Digital flashcards allow the user to re-use the flashcards by copy and paste the content into the flashcards without limit. Using digital flashcards as teaching media is proven effective in enhancing students' skills of comprehending the text that they read (Basoglu & Akdemir, 2010). Digital flashcards claimed to be a fun and exciting teaching strategy to be implemented on elementary school students (Tanghizadeh, et al., 2017). Digital flashcards contain colorful images and also sentences that we can add into each side of the cards. Flashcards is really unique to be implemented at the fifth-grade students because of the not monotonous features. Herberg, et al. (2012) stated that the students' reading fluency and accuracy enhanced after engaging in repeated readings and using digital flashcards.

As mentioned above in the previous study, digital flashcards were considered an effective strategy to help the young learners learn reading comprehension. This research used one of digital flashcards application called *Cram.com* implemented as teaching strategy. According to Klimova (2020), *Cram.com* is a website where we can make our list of words we want in a form of digital flashcards. Ho and Nguyen (2022) stated that *Cram.com* digital flashcards have many benefits to be used as a teaching strategy for teaching young learners. Digital flashcards teaching strategy using *Cram.com* are excellent to encourage students in learning the materials, has many exciting gamification features, and students can independently study at home by accessing the sets digital flashcards made by the teacher. This research was done to find out the significant effect of *Cram.com Digital Flashcards*

teaching strategy on reading comprehension at fifth-grade elementary school students of SD N 3 Munduk that was taught by traditional teaching strategy. Therefore, this experimental study was expected to give clarity and knowledge as the justification to the readers, teachers, and other educational practitioners about the effect of Cram.com digital flashcards teaching strategy on young learners' reading comprehension skills.

## **1.2 Problem Identification**

Based from the research background above, the problem identification was traditional teaching strategy had low effectiveness on young learners' reading comprehension skills. Therefore, this research used Cram.com digital flashcards teaching strategy in order to verify whether or not it may affect significantly toward the young learners' reading comprehension skills.

## **1.3 Research Limitation**

This research was limited on knowing the effect of *Cram.com Digital Flashcards* on fifth grade students' reading comprehension skills.

## **1.4 Research Questions**

The research question that must be answered: "Is there any significant effect of cram.com digital flashcards on the fifth-grade students' reading comprehension skills?"

## **1.5 Research Objective**

The objective of this research was to find whether there was a significant effect of cram.com digital flashcards teaching strategy compared to traditional teaching strategy on fifth grade students' reading comprehension skills.

## 1.6 Significance of the Research

The result of this study was expected to have theoretical and practical benefits as follows.

### 1.6.1 Theoretical Significance

This study's researcher expects that the results of this study can support and give theoretical evidence for the future study, especially for teaching students reading comprehension using Cram.com as the teaching medium. Other researchers in the future are able to use the data from this study as references to do research with the topic about using cram.com as the medium to teach reading comprehension for young learners. The researcher is really aware of the importance of reading comprehension skills for the young learners.

### 1.6.2 Practical Significances

For practical, this research could be useful reference for English teachers and primary school students.

#### a. English Teachers

As a reference of teaching reading comprehension skills for the young learners. This study also gives reference to the teachers of a teaching strategy utilizing Cram.com digital flashcards.

#### b. Primary School Students

This research expected to have a positive impact on primary school students, especially young learners' reading comprehension. through this research, it is also

expected the young learners could have a new alternate way of learning English in a fun way by using cram.com digital flashcards teaching strategy.

