

**THE TEACHING OF READING TO 5TH GRADE
STUDENTS OF ELEMENTARY SCHOOL IN SDN
BULAKAN 02 SUKOHARJO**



FINAL PROJECT REPORT

**Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University**

By:

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**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2010**

APPROVAL OF CONSULTANT

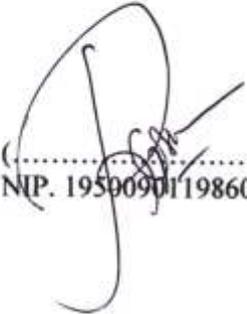
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Sebelas Maret University**

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STUDENTS OF ELEMENTARY SCHOOL IN SDN
BULAKAN 02 SUKOHARJO

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**Accepted and Approved by the Board of Examiners
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MOTTO

- ⊗ *Something that does not kill me makes me stronger*
- ⊗ *Indeed, There is an ease after difficulties*
(Q.S. Alam Masyirah: 6)
- ⊗ *The failure itself does not arrest you, but fear with the failure will paralyze you.*
- ⊗ *Don't give up!!!*

DEDICATION



This report is dedicated to:

- ♥ Almighty Allah SWT,
- ♥ My beloved Mother and Father,
- ♥ My beloved Brother and Sister,
- ♥ My sweetheart,
- ♥ My best friends.

PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises are only for Allah SWT who has given the Great blessing and chance to the writer in accomplishing this final project report. *Salam and sholawat* is to the last Prophet, Muhammad SAW. He is the best man in the world who has lightened the world with his *Risalah*.

The report entitled “**The Teaching of Reading to 5th Grade Students of Elementary School in SDN Bulakan 02, Sukoharjo**” is arranged for a partial requirement in obtaining degree in English Diploma program. This report discusses about the process of teaching reading to 5th grade students in SDN Bulakan 02, Sukoharjo, the problems in teaching reading to 5th grade students in SDN Bulakan 02, Sukoharjo, and the solution of the problems faced in teaching reading applied to 5th grade students of SDN Bulakan 02, Sukoharjo. The writer would like to express her sincere gratitude to all people who have helped her in accomplishing this final project report.

The writer realizes that this report is still far from being perfect. Therefore, the constructive criticism and suggestions are needed to make it better. Hopefully, the final project report will be useful for English Diploma Students, and other readers.

The writer

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Alhamdulillahirobbil'alamin. Praise belongs to Allah SWT, the All-Knowing, and The All-Wise. *Sholawat and salam* is for Prophet Muhammad SAW, the best man in the world who ever exist.

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1. The Dean of Letters and Fine Arts Faculty of Sebelas Maret University, Drs, Sudarno, MA.
2. The Head of English Diploma Program, Yusuf Kurniawan, S. S, MA.
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6. The Headmaster of SDN Bulakan 02, Sukoharjo, Pardanto, S.Pd., for permitting me to do job training in SDN Bulakan 02, Sukoharjo.
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8. My beloved mother and father, for their love and endless prayer for me.
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10. My beloved *Nophie*, for having coloured my days, for love, support and advice. I have done it because of you. I love you so much...

11. My best friends: Devi (for reminding me in finishing my final project report and supporting me) Eka (for giving me a place to take a rest in your boarding house and her support), Mahdalina (for advice and lending me your clothes...hehehe) , Arin, Atik, Astrid, Imah, and all of class A for the friendship and the greatest moment...

12. *Mbak* Heni, *mbak* Devi, and *mbak* Rita. Thank you for all.

Finally, I hope this final project report will be useful for all reader.

Surakarta, June 2010

Fery Angga Widiastuti

ABSTRACT

Fery Angga Widiastuti. 2010. The Teaching of Reading to 5th Grade Students of Elementary School in SDN Bulakan 02, Sukoharjo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is arranged based on the job training done in SDN Bulakan 02, Sukoharjo in two months that was from February 1st to April 24th. The major aims of the final project report are to describe the process and the problems of teaching reading to 5th grade students of SDN Bulakan 02, Sukoharjo, and to find out solutions of the problems faced in teaching of reading applied to 5th grade students of SDN Bulakan 02, Sukoharjo.

The class activities consisted of three steps. They were pre-teaching, process of teaching and learning implementation, and closing. The pre-teaching activity was greeting and checking students' attendance. There were four stages in the process of teaching and learning implementation that were BKO, Modeling text, joint construction, independent construction. The closing step activity was reviewing the material which had given at that time.

In the teaching of reading to 5th grade students of SDN Bulakan 02, Sukoharjo, the writer found the problems. They were Non-Linguistic problem and Linguistic Problem. The writer also tries to present the solution of the problems faced in teaching reading to 5th grade students in SDN Bulakan 02, Sukoharjo.

Based on the discussion, the writer presents the suggestion to improve the quality of English class at SDN Bulakan 02, Sukoharjo and to the English Diploma Students.

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The Teaching of Reading to 5th Grade Students of Elementary School in SDN Bulakan 02 Sukoharjo.

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ABSTRACT

2010. This final project report is arranged based on the job training done in SDN Bulakan 02, Sukoharjo in two months that was from February 1st to April 24th. The major aims of the final project report are to describe the process and the problems of teaching reading to 5th grade students of SDN Bulakan 02, Sukoharjo, and to find out solutions of the problems faced in teaching of reading applied to 5th grade students of SDN Bulakan 02, Sukoharjo.

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication with others. There are many languages in the world. English is one of the languages used as an international language. English is much needed as a media of communication in interacting with others, in technology development, and also in exchanging information. By using English, people can communicate with other people although they have different culture, region, and nation. Besides, the information can be provided as fast as possible.

In globalization era, almost the aspects of life such as education, knowledge, economy, technology, and lifestyle get influences from other countries. So, all people must have competence in communication. Hence, English as an international language must be mastered both orally and written by all people around the world. Besides, in globalization era, many companies and institutions require employees who master English. For that reason, English must be given in the early ages.

Indonesian government realizes that English is an important role in improving one's knowledge. So, it must be learned in the early ages. As we know, English is not as easy as our native language. There are some differences between English and Indonesian, such as pronunciation and grammar. Therefore, in

Indonesia, English is not only studied in elementary schools but also in kindergartens and play groups.

Indonesian government obligates to all Indonesians to learn English from early ages. Learning English in the early ages has a purpose to prepare the young generation in facing the free trade in globalization era. But, English cannot be learned instantly. It needs process that includes teaching and learning activities. Moreover, learning English needs many practices.

In learning English, there are four skills that must be mastered. They are listening, speaking, reading, and writing. In this final project, the writer focuses on teaching reading skill. The writer chooses this topic because she realizes that reading skill is very important in education field. The success of students depends on the greater part of their ability in reading. Besides, by reading, students can expand and strengthen knowledge.

In learning English, reading can increase students' vocabulary. It makes students familiar with pronunciation of the English words, and etc. But in reading skill, students need to understand the meaning of the text in source material that they read.

The writer is interested in teaching English to young learners. She considered choosing elementary school in doing job training. The writer took 5th grade students in SDN Bulakan 02, Sukoharjo because the 5th grade students have got the English lesson since they were in grade 4.

Based on the job training's experience, the writer arranges a report entitled **“The Teaching of Reading to 5th Grade Students of Elementary School in SDN Bulakan 02, Sukoharjo”**.

B. Objectives

1. To describe the process of teaching reading to 5th grade students in SDN Bulakan 02, Sukoharjo.
2. To describe the problems in teaching reading to 5th grade students in SDN Bulakan 02, Sukoharjo.
3. To find out solutions of the problems faced in teaching reading applied to 5th grade students of SDN Bulakan 02, Sukoharjo.

C. Benefits

1. English Diploma students

The writer wishes that the final project can add knowledge of the English diploma students about teaching reading skill in elementary school.

2. The Elementary school of SDN Bulakan 02, Sukoharjo

By teaching reading skill, students have ability in reading. Besides, they can improve their pronunciation and grammar. Moreover, they can understand the meaning of written words or text which they read.

3. Other Reader

The writer wishes that final project can be useful for the other reader.

CHAPTER II

LITERATURE REVIEW

Definition

1. Teaching Reading to Children

1.1. Teaching

According to Oxford Advanced Learner's Dictionary (1995: 1225), Teaching is defined as "*the work of a teacher*". This definition has the same meaning with the meaning in Longman Handy Learner's Dictionary of American English (2000: 445) that "*teaching is job of a teacher*".

Brown (2000: 7) states in *Principles of Language Learning and Teaching* that teaching which is implied in the first definition of learning is defined as "*showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand*". It means that teacher works as guider to help students to learn how to do something. The teacher educates or instructs the students to impart knowledge or skill, and to make them know what they should do. Moreover, the meaning of teaching itself is *guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning* (Brown: 2000: 7). This definition means that teaching is a process of transferring knowledge or information to somebody else who has purpose in introducing something new that they do not know before.

Meanwhile, a person who has ability to teach and to transfer knowledge to his or her students is called a teacher. Oxford Advanced Learner's Dictionary (1995: 1225) defines the teacher as "a person who teaches, especially in a school".

In education, a teacher is a person who provides schooling for others. A teacher who facilitates education for an individual student may also be described as a personal tutor.

<http://en.wikipedia.org/wiki/Teacher>

From this definition, teacher is a profession of person who work at a school or other places of formal education. The teacher's role is very important in guiding the students to be good learners in order that they can reach their aspiration or they can be successful men in the future.

1.2. Reading

For many years, three basic definitions of reading have driven literacy programs in the United States (Foertsch, 1998). According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

<http://www.ncrel.org/sdrs/areas/issues/content/contareas/reading/li7lk1.htm>

Meanwhile, In *From Reader to Reading Teacher*, reading is like an infectious disease: it is caught not taught. (And you can't catch it from someone who hasn't got it...)- (Nuttall in Aebersold: 1997: 5). It means that reading cannot be taught, but it only can be learnt.

Aebersold (1997: 5) states in *From Reader to Reading Teacher* that "the act of reading is not completely understood nor easily described". In the most

general terms we may say that “*reading involves the reader, the text, and the interaction between reader and text*” (Rumelhart in Aebersold: 1997: 5). In a general sense, “*reading is what happens when people look at a text and assign meaning to the written symbols in that text*” (Aebersold: 1997: 15). It means that the act of reading is the process in interpreting meaning sense, decoding and identifying, and articulating pronunciation (including reading aloud= the early reading stage).

According to Goodman in *Interactive Approaches to Second Language Reading* (1988: 12), reading is defined as “*a receptive language process*”. The process is starting with a linguistic surface representation encoded by writer and ending with meaning which the reader constructs.

Reading experts generally agree that “*more information is contributed by reader than by the print on page*” (Clarke & Silberstein in Aebersold: 1997: 6). It means that reading is an important tool for people of many societies, allowing them to access information which might have otherwise been unavailable. So the students can develop their knowledge by reading.

All reading definitions above can be concluded that reading is an interactive process. The process is the combination between textual information and the information a reader brings to a text. So, the reading process is not merely extracting information from a text. It is one of the reading activities which uses reader’s mind to construct the new information supplied by the text.

Schema-theory research shown that the most efficient processing of text is interactive- a combination of top-down and bottom-up processing modes (Rumelhart 1977, 1980). Top-down processing is the making predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation or refutation of those predictions. Bottom-up processing is decoding individual linguistic units (e.g.,

phonemes, graphemes, words) and then modifying preexisting background knowledge and current predictions on the basis of information encountered in the text (Carrell, Devine, and Eskey: 1988: 101)

According to Goodman in *Interactive Approaches to Second Language Reading* (1988: 16) that there are five processes it employs in reading. They are:

1) Recognition-initiation

The brain must recognize a graphic display in visual field as written language and initiate reading. Normally this would occur once in each reading activity, though it's possible for reading to be interrupted by other activities, examining pictures, for example, and then to be reinitiated.

2) Prediction

The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

3) Confirmation

If the brain predicts, it must also seek to verify its predictions. So it monitors to confirm or disconfirm with subsequent input what it expected.

4) Correction

The brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

5) Termination

The brain terminates the reading when the reading task is completed, but termination may occur for other reasons: the task is non-

productive; little meaning is being constructed, or the meaning is already known, or the story is uninteresting or the reader finds inappropriate for the particular purpose. At any rate, termination in reading is usually an open option at any point.

Brown (2001: 302) states in *Teaching by Principles: an Interactive Approach to Language Pedagogy*, written texts have many different types and have larger variety than spoken texts. There are some examples of written language as follows:

- Non-fiction: reports, editorials, essays and articles, references (dictionaries, encyclopedias)
- Fiction: novels, short stories, jokes, drama, poetry
- Letters: personal, business
- Greeting cards
- Diaries, journals
- Memos (e.g., interoffice memos)
- Messages (e.g., phone messages)
- Announcements
- Newspaper “journalise”
- Academic writing (short answer, academic responses, reports, essays & papers, theses & books)
- Forms, applications
- Questionnaires
- Directions
- Labels
- Signs
- Recipes

- Bills (and other financial statements)
- Maps
- Manuals
- Menus
- Schedules (e.g., transportation information)
- Advertisements: commercial, personal
- Invitations
- Directories (e.g., telephone)
- Comic strips, cartoons

Brown (2001: 312) also states about the types of classroom performance.

They are:

a) Oral

In oral reading, it can serve as an evaluation check on bottom-up processing skills, be as a pronunciation check, and serve to add some extra students participation. But, it has weakness that is the students can easily lose attention (or be silently rehearsing the next paragraph) when one student is reading.

b) Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.

While, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, log, articles, or essays, etc). It is performed outside of class time.

Tompkins is divided the types of reading into four. They are:

a) Independent Reading

Students read silently by themselves and at their own pace (Taylor, 1993). The selections must be at students' reading level in order for them to comprehend what they're reading.

b) Reading Aloud to students

Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves (Barrentine, 1996).

c) Guided Reading

Teachers scaffold students' reading to teach reading strategies (Fountas and Pannell, 1996, 2001). Guided reading is conducted with small groups of students who read at the same level.

d) Shared Reading

Students follow along as the teacher read a selection a loud (Fisher and Medvic: 2000). Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading (Holdaway: 1979)

(www.education.com/reference/article/types-reading-aloud-guided-shared/)

In this final project, the writer focuses on reading aloud to students because this type can build and improve students' pronunciation.

1.3. Children

Scott and Ytreberg (1990:3) states in *Teaching English to Children*, children of eight to ten years old are relatively mature children with an adult side

and childish side. They also mention the general characteristics of eight to ten years old children as follows:

- Their basic concepts are formed. They have very decided views of the word,
- They can tell the difference between fact and fiction,
- They ask question all the time,
- They rely on the spoken word as well as the physical word to convey and understand meaning,
- They are able to make some decisions about their own learning,
- They have definite views about what they like and do not like doing,
- They have developed sense of fairness about what happens in the classroom and begin to question teacher's decision,
- They are able to work with others and learn from others.

Scott and Ytreberg (1990:3-4) states that children have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of ten children can:

- Understand abstracts,
- Understand symbol (beginning with word),
- Generalize and systematize.

CHAPTER III

DISCUSSION

A. The Description of SDN Bulakan 02, Sukoharjo

1. School Profile of SDN Bulakan 02, Sukoharjo

SDN Bulakan 02 Sukoharjo is one of the Government-school which is located at RT 04/ RW 07 Bulakan, Sukoharjo. The school consists of many rooms. They are classroom, office, library, computer room, warehouse, cafeteria, toilet, and kitchen. This school has parking area, a yard and a flag pole too.

The school has nine classrooms which include two classrooms for kindergarten. Each grade occupies one classroom, except sixth grade. The sixth grade is divided into two classes that are 6A and 6B. The size of classrooms is different. The classrooms also consist of different number of students. They are 41 students for first grade, 45 students for second grade, 34 students for third grade, 41 students for fourth grade, 38 students for fifth grade and 21 students for each classroom of sixth grade A and B. The interaction between students and teacher happen in the classroom. Each classroom is provided facilities such as a whiteboard, chairs, tables, teacher's desk, an eraser, and a cupboard.

The library is near the computer room. It is not big. There are two big shelves in the library. They are full of books. There are many kinds of books there. They are story books, history books, science books, and etc.

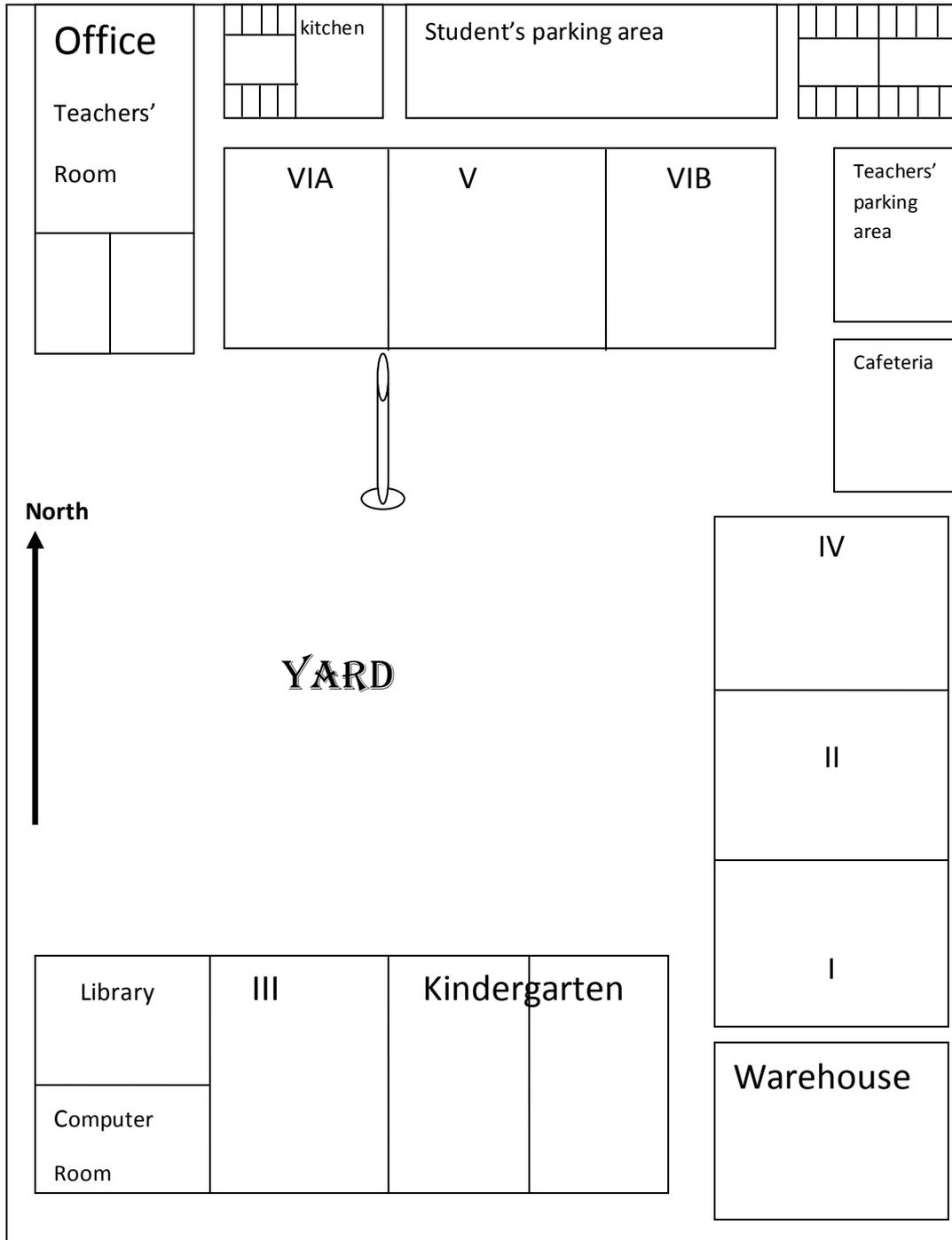
Beside the library, there is a computer room. There are two computers and a printer. There is also a fan hanging on the roof to keep from the heat. The computer room is used to make documents of the school.

The kindergarten classroom is next to the third grade classroom. It is near the first and second grade classroom too. The left side of the first grade classroom is the warehouse and the right side of the second grade classroom is fourth grade classroom. The cafeteria is between fourth grade classroom and teacher's parking area. There are two toilets near the parking area. Behind of fifth grade and sixth grade classroom is students' parking area. An office of SDN Bulakan 02 is near the sixth A grade classroom. The office is divided into three parts. They are headmaster room, teachers' room, and guest room. There is a toilet between the office and a kitchen. The toilet is only for teachers.

The center of the school is a yard. The yard is not big enough but it can occupy all students and teacher in doing ceremony every Monday. In the yard, there is a flag pole.

In order to know more about the school building of SDN Bulakan 02, Sukoharjo, The writer draws the map of the school building to give information of the location of each class clearly. The map is on the next page.

The Map of SDN Bulakan 02, Sukoharjo



SDN Bulakan 02 Sukoharjo has a headmaster, 6 class teachers, a religion teacher, a sport teacher, and an English teacher. The Headmaster has the responsibility to lead and to manage all duties of this school, such as arranging problem solving and programming activities, supporting school activities, controlling, monitoring, evaluating, organizing, and coordinating. The class teachers are responsible to handle each class in teaching and learning process. In the Elementary school, the class teacher gives all the lessons based on the curriculum. But, there are some lessons required from certain teacher with certain major such as English, religion, and sport.

SDN Bulakan 02 Sukoharjo uses the latest curriculum namely KTSP – Kurikulum Tingkat Satuan Pendidikan- to consider the rule of National Education Institution (Diknas), UU No. 20 year 2003 about national education system. KTSP is developed by hinting contain standard and competence standard of graduate.

The activities of the school start at 07.00 am- 12.00 pm. It is on Monday until Thursday. For Friday and Saturday, the school activities start at 07.00 am- 11.00 am.

2. Vision and Mission of SDN Bulakan 02

Vision

- To create excellent students in science and technology who have noble morals.

Mission

- To provide human resources who are smart, competent, and qualified.
Moreover, to create human resources having glorious character.

3. The Curriculum of SDN Bulakan 02

The curriculum of SDN Bulakan 02 consists of 8 subjects of *Diknas* curriculum, and 3 local subjects.

a) The Subjects of *Diknas* Curriculum:

- i. Religion Education
- ii. Civics
- iii. Indonesian
- iv. Mathematics
- v. Science
- vi. Social
- vii. Cultural Art and Skill
- viii. Physical Education

b) The Local Subject:

- i. Javanese
- ii. Agriculture Education
- iii. English

4. Time of Study

Monday to Thursday

- a) Grade 1 to 2 07.00 a.m. – 10.30 p.m.
- b) Grade 3 07.00 a.m. - 11.40 a.m.

c) Grade 4 to 6 07.00 a.m. - 12.00 p.m.

Friday and Saturday

a) Grade 1- 3 07.00 a.m. – 10.15 a.m.

b) Grade 4- 6 07.00 a.m. – 11.00 a.m.

B. Job Training in SDN Bulakan 02 Sukoharjo

1. Class Observation

The writer did the class observation while the process of teaching and learning was taking place. The writer took the job training in fifth grade of SDN Bulakan 02, Sukoharjo. The writer took fifth grade students in SDN Bulakan 02, Sukoharjo because they have got the English lesson since they were in grade 4. The writer did the job training there from February 1st to April 24th, 2010. During the job training, the writer observed the class condition and students' condition.

Totally, the fifth grade consists of 38 students. They are 21 girls and 17 boys. The physical condition of fifth grade classroom is not big. It looks crowded with 38 students in the class. So, it is not adequate enough for supporting the teaching and learning process.

The classroom is between the sixth grade classrooms. The students arrange the picket schedule every day in order to take care of their classrooms from dust, dirt, and trash.

The classroom is facilitated with 19 tables and 38 chairs for students arranged in the same pattern, a teacher desk, a cupboard, a whiteboard, and an

eraser. There are also many figures such as pictures, lesson schedule, picket schedule, clock, and vase.

During the teaching learning process, the class was quite calm. The writer as a teacher started the teaching learning process by greeting and giving motivation to the students. The teacher asked the questions relating the materials that would be given. After that, the teacher explained the new material.

When the teacher gave explanation, some of them were quiet and paying attention but the others were noisy and busy with their own activities. Especially the students sitting on the back, they chatted with their seatmate and disturbed their friends.

After 15 minutes, the teacher asked the students about the material that they have got before. Then, the teacher gave exercises. After giving exercises, the teacher discussed the exercises with the students. Before closing the class, the teacher usually summarized the materials by giving questions to the students randomly. After that, the teacher gave homework to the students. Last, the teacher closed the lesson when the time was up.

2. Lesson Plan

Before doing the teaching activity, the writer made lesson plan. It was very important in teaching activity as the guide line. It can make the teacher teach easily. Besides, it can help the teacher to manage the class well. Moreover, the lesson plan can raise the teacher's confidence, control the teacher's emotion, and also improve her performance in teaching. The writer made lesson plan which was based on the curriculum, syllabus, and source books. Making a lesson plan should

consider the objectives of the lesson and the ways to reach the objectives. Each step in the process to reach objectives should be well-arranged. These were the reasons why the writer made lesson plan before teaching the students.

The lesson plan is started with the information of the topic, the grade of students, allocated, time, indicator, and etc. The lesson plan consists of 3 steps namely:

a) Pre-Teaching

In the session, the teacher greets the students and checks their attendance. This session is used to change the students' attention from the previous lesson. The activities are done to alert them that they will be taught English. .

b) Process of Teaching and Learning Implementation

This step is divided into four stages. They are:

★ BKOF (Building Knowledge of Field)

This stage, the writer introduces the material to the students by asking the question related to the material. In this stage, the writer tries to arouse the students' interest to the material.

★ Modeling text

This stage is the main activity. The writer gives a text to the students. Then, the writer reads aloud the text followed all the students. After that, the writer points several students randomly to read the text. In this stage, the writer corrects their pronunciation, helps them in translating the text, and discusses the grammar of the text.

★ Joint Construction

In this stage, the students do exercises in pairs or group.

★ Independent Construction

In this stage, the students do the exercises individually.

c) Closing

This step, the writer can assess whether the objectives are adequately achieved or not.

3. Teaching-Learning Process in the Classroom

The process of teaching and learning English for fifth grade of SDN Bulakan 02, Sukoharjo was done on Tuesday. The time allocation for English lesson is 70 minutes. In teaching activities, the writer should prepare everything before she taught the students. The writer made lesson plan as a preparation. Lesson plan was basic step in teaching activities. To make lesson plan, the writer paid attention the curriculum used. Besides, the writer used source book and students' exercises book (LKS) in making lesson plan.

First of all, the writer began the lesson by greeting the students and checking their attendance.

Second, the writer applied the second step that is the process of teaching and learning implementation. This step is divided into four stages. They are:

a) BKOF (Building Knowledge of Field)

The writer introduced new material to the students. In the stage, the writer tried to attract their motivation by giving the questions related to the material. This session can be called warming up session.

b) Modeling Text

The writer gave the students text. The text was written on the whiteboard. In the session, the writer read the text loudly. Then, the students repeated it. Then, the writer translated the text in order that the students understand the meaning of the text.

c) Joint Construction

The writer divided the students into some groups in this session. Then, the teacher gave a text to them by writing the text on the whiteboard. After that, one of the groups got a chance to read the text and the others checked the pronunciation. But, if there were still mistakes in pronunciation, the writer gave the right pronunciation by saying the word and the students repeated the word until correct. Then, each group should translate the text. Then, the translation was discussed together and they answered the questions related to the text.

d) Independent Construction

This stage was important to know the progress of the students and to know how far they understood the material that they had obtained. In the stage, the writer gave exercises to the student individually by giving a text to them and some questions related the text.

Last, the writer closed the lesson when the time was up. Before closing the lesson, the writer reviewed the material by giving question to the students randomly. Besides, the writer gave homework too.

C. The Process of Teaching Reading to 5th Grade in SDN Bulakan 02, Sukoharjo

As mentioned earlier, during the job training. The writer taught English to fifth grade students of SDN Bulakan 02, Sukoharjo every Tuesday. Before teaching activity, the writer made lesson plan. The writer paid attention to the curriculum used in making lesson plan that is curriculum KTSP. Besides, the writer also used source book and students' exercises book (LKS) in making lesson plan. Those books were entitled *English for Elementary Students* and *Sportif*. They were published by Grahadi and CV. Harapan Baru. Those books were based on the curriculum KTSP. So, they were appropriated for the student's needs because the books contained four skills. They were listening, speaking, reading, and writing.

Making lesson plan was needed to consider the objectives of the lesson and the ways to reach the objectives. In the lesson plan, there were the information of the topic, the grade of students, allocated, time, indicator, and etc. The lesson plan consisted of 3 steps such as pre-teaching, the process of teaching and learning implementation, and closing.

The process of teaching reading to the fifth grade students in SDN Bulakan 02, Sukoharjo followed the steps. They were:

i. Pre- Teaching

Before the writer began the English activity, the writer greeted the students when she entered the class. It was done by the writer in order to apply their English ability in their daily life as their habit when they met someone for

instance. After that, she checked their attendance by asking to the students who were absent in that day. The greeting and checking attendance were as follow:

The writer : “Good morning, students?”

Students :”Good morning, Miss”

The writer : “How are you today?”

Students :”I am fine. Thank you. And you?”

The writer :”I am fine too.”

The writer :”Who is absent today?”

Students :”Arfian, Miss.”

The writer :”Ok, thank you.”

ii. The process of teaching and learning implementation

The writer divided the step into four stages namely:

a) Building Knowledge of Field

After greeting and checking the students’ attendance, the writer introduced the material by giving brainstorming activity related to the material. It was done orally. The brainstorming was needed to catch the students’ attention and it helped them in understanding the material which would they learn next. Entering the activity, the writer tried to open the topic that would be learned, as follows:

The writer :”Students, we will learn about health and hospital. Have you ever got health problem such as toothache?

Students :”Yes, Miss...”

The writer :”Can you mention the other health problems?”

Students :”Yes, Miss...” (They mention it one by one)

The writer :”Good. Write it on the whiteboard, please!”

Students :”Yes, Miss...” (They write it on the whiteboard one by one)

The session above was effective to arouse the students’ interest to the material.

b) Modeling Text

In the session, the writer used source book as media in teaching English. Sometimes, she used the students’ exercise book to teach them. In reading activity, the writer wrote a text or dialogue on the whiteboard. After that, she began to read aloud. Then, the students repeated after her. After reading together, she asked several students to read a sentences, text or dialogue randomly. It was done by the writer in order to avoid them in losing their attention and to check their pronunciation.

The example of text as following paragraph:

School Healthy Unit

There is a school healthy unit in my school. It is not too big. There are two beds, a desk for the officer, a first aid box, and a body scale. There are some medicines inside the box such as pills, tablets, syrup, iodine, balsam, oil, bandage, and etc. students go there when they have minor health problems such as cold, cough, headache, wound, and flu. But, sometimes they go there just want to know their weight, by a body scale. Mrs. Hannah is an officer at the school healthy unit. She treats us very well.

After reading activity, the writer asked questions to the students in order to know how far their general understanding about the text. But, if they still get difficulties in understanding the text, the teacher translate the text for them and sometimes she asked the students to look for the meaning of the difficult word in

their own dictionary. Then, the students translated the text together. She also explained the grammar related to the text.

For example:

1. Nominal sentence
S+ to be+ N+ Adv

S → **to be**
I → am
You }
We } are
They }
He }
She } is
It }

There is a school healthy unit in my school.

S to be N Adv

There are two beds, a desk for the officer, a first aid box, and a body scale.

S to be N

Hannah is an officer at the school healthy Unit.

S to be N Adv

She is an officer at the school healthy unit.

S to be N Adv

I am in the school healthy unit.

S to be Adv

3. Verbal sentence
S+ V1+ N
I
You
We
They

2. Verbal sentence
S+ V1+s/es+ N
He
She
It

I go to the school healthy unit.

S V1 N

They have minor health problems.

S V1 N

She goes to the school healthy unit.

S V1+es N

He has a minor health problem.

S V1+s N

Mrs. Hannah treats us.

S V1+s N

c) Joint Construction

This session was after the modeling text session. In the session, the writer divided the students into some groups. Then, the writer gave them

exercises like a text or dialogue that related to the material and skill that is reading skill. Then she asked to one of the groups to read the text or dialogue and the others checked the pronunciation. After that, the writer asked the questions related to the text or dialogue to all the groups. If one of group knew the answer, they had to raise their hands and answer the question loudly. It continued until the last question. After that, the writer gave other exercises related to the material. They had to finish them in 8 minutes.

Here are the examples of exercises that the writer gave to the students.

Rina: How do you feel today?

Ani : I do not feel well.

Rina: Why?

Ani : I loss appetite and I have fever.

Rina: You should go to the doctor.

Ani : My mother was no money.

Rina: That is so pity. You can go to the public health center.

Ani : Should I pay for it?

Rina: No, it is not. It is free of charge.

Question

- 1) Is Ani okay?
- 2) How does Ani feel?
- 3) Does Ani have fever?
- 4) What did Rina suggest?
- 5) Why does Ani not go to the doctor?

Fill the blanks below by putting on to be (am, is, and are)!

1. I...sick.
2. She...absent today.
3. There...some medicines inside the box.

Fill the blanks by choosing the answer in the box.

1. Rara...to the hospital.
2. I...toothache. So, I go to the dentist.
3. She...headache.
4. The doctor...the patients.
5. Nurse...the patients.

- | |
|-------------|
| a) Examines |
| b) Treats |
| c) Goes |
| d) Has |
| e) have |

d) Independent Construction

In the session, the writer gave some exercises to the students to be answered individually.

The example of exercises as follow:

- I.** I am Susan. Nadia is my classmate. She is in the hospital now. She is sick. The doctor said she has tonsil. The doctor will operate her tomorrow. Now, I am in her room. The room is number 3B. Nadia looks pale. She may not drink ice. I sit near her. I hope Nadia will get better soon.
- 1) Is Nadia Susan's friend?
 - 2) Where is Nadia now?
 - 3) What does Nadia suffer from?
 - 4) What is Nadia room?
 - 5) Can Nadia drink ice?
- II. Arrange these jumbled words!**
- 1) Doctor-the-examines-The-patient
 - 2) The-office-doctor-is-in-his
 - 3) From-suffers-TBC-She
 - 4) Environment-We-can-keep-our-clean
 - 5) The-should-go-You-to-doctor
- III. Fill the blanks below by putting on to be (am, is, and are)!**
1. There...a tablet on the table.
 2. There...some syrup in the cupboard.
 3. I ...in the dentist.
 4. She...a nurse.
 5. They...doctors.
- IV. Fill the blanks below by choosing the answers in the box!**
1. Siska...tonsil.
 2. Rudy...dizzy.
 3. They...to the hospital.
 4. The doctors...the patients.
 5. Nurse...the patients.
- | |
|------------|
| a) Examine |
| b) Treats |
| c) Has |
| d) Go |
| e) feels |

By giving the exercises, the students were trained to read and to understand the text or dialogue before answer the questions. Besides, the filling the blanks could improve their vocabularies and their grammar. Moreover, arranging the jumbled words were trained the students in arranging the correct

sentences. Those were appropriate in training their skill in reading and understanding the text in the elementary school level. After that, the writer checked and corrected the answer. It was done to give explanation about the correct answer of the questions to the students. Then, the worksheet was submitted to the writer in order to know their progress.

iii. Closing

In the session, the writer reviewed the material that was given before by giving question to the students randomly. After that, the writer gave them homework. Then, the writer closed the lesson when the time was up by saying "see you next week."

D. The Problems in Teaching Reading to 5th Grade Students in SDN Bulakan 02, Sukoharjo

In teaching reading, there were some problems faced. The problems were:

a) Non-linguistic Problems

1) The condition of fifth grade students in SDN Bulakan 02, Sukoharjo.

The fifth grade students are too many in a classroom. So, it made the writer difficult to handle the class well. Some of them were noisy and disturbing their friends. Only few students paid attention to the lesson and brought dictionary.

2) Students' Problem in Motivating Themselves.

According to the students, English lesson was a spooky lesson. They thought that English lesson was the most difficult lesson. They were afraid to try.

b) Linguistic Problems

1) Pronunciation

The students always got difficulties and made mistakes in reading aloud the words. It was caused by the differences pronunciation between English and Indonesian. For example: look [lu:k], and appetite [‘æpitait]. Many students still made mistakes in pronouncing the words. They pronounce words (look [lok], and appetite [apetite]). Those were similar with Indonesian pronunciation.

2) Vocabulary

They also got difficulties in understanding the sentence or text because students had limited vocabularies, especially for the new vocabularies. For example: pale, examine, treat, and etc. Besides, the meaning of the word in the text was different from the lexical meaning. For example: Diana looks pale. Word ‘looks’ in the sentence has meaning ‘*kelihatan/Nampak*’. Most of the fifth grade students translated the word as ‘*melihat*’.

3) Grammar

The students got difficulties in arranging jumbled words because they were still confused to manage jumbled words into a good sentence. It was caused by the way of their thought about English. They thought that a sentence in English was always different from Indonesian. In fact, the

structural English in a sentence was the same with Indonesian. The differences between English and Indonesian were only in using formulas.

For example:

<u>Tina goes to the dentist</u>	→	<u>Tina pergi ke dokter gigi</u>
S V+es N		S P O
<u>Tina is going to the dentist</u>	→	<u>Tina sedang pergi ke dokter gigi</u>
S to be+Ving N		S P O

E. The Solution of The Problems Faced in Teaching Reading Applied to 5th Grade Students in SDN Bulakan 02, Sukoharjo

From the problems faced in teaching reading skill to 5th grade students of SDN Bulakan 02, Sukoharjo, there were some solutions of the problems. They were:

a) Solution of Non-Linguistic Problems

1) Condition fifth grade students in SDN Bulakan 02, Sukoharjo.

The writer made communicative lesson with students and she always gave them question randomly to avoid them in losing their attention. So, the students would pay attention the lesson. Besides, the writer asked them to bring dictionary. It would not make them keep moving.

2) Students' Problem in Motivating Themselves

The writer created fun and relax the situation in teaching and learning.

The teacher gave them an easy question in order to make them proud and interested with the lesson.

b) Solution of Linguistic Problems

1) Pronunciation

The writer gave the correct pronunciation in reading sentence, text, or dialogue. Then, she asked them to repeat it. Sometimes, she asked one of students to read a sentence and the others correct the pronunciation. So, they would be proud with their selves.

2) Vocabulary

In understanding the text, the writer asked the students to look for the meaning of the difficult words in their own dictionary. So, they were active to look for the meaning. But, if they still got difficulties in finding the meaning or in understanding the meaning, the writer gave the meaning of that word and translated the sentences. Sometimes, she showed pictures related to the material in order to be easier them in memorizing new vocabularies.

3) Grammar

To solve the grammatical problem, the writer explained grammar to the students. Then, she explained again if there were some students still confused. Besides, the writer gave explanation about the similarity between English and Indonesian in order to make them more understand in grammar. After that, she gave some exercises to them.

CHAPTER IV

CONCLUSION

A. Conclusion

This report discusses about the process of teaching reading skill to fifth grade students of SDN Bulakan 02, Sukoharjo. Based on the discussion in the chapter III, it can be concluded as follows:

1. The Process of Teaching Reading to 5th Grade Students in SDN Bulakan 02, Sukoharjo.

The process of teaching reading to fifth grade students of SDN Bulakan 02, Sukoharjo was constructed into three steps. It consisted of steps in supporting the teaching and learning process, namely:

a) Pre-Teaching

In this step, the writer did greeting and checking students' attendance. The activities were done to alert them that they would be taught English.

b) Process of Teaching and Learning Implementation

This step was main step of the writer duties. It is divided into four stages.

They are:

(1) BKOF (Building Knowledge of Field)

This was the introduction stage to arouse the student's interest to the material. In the stage, the writer tried to relate the opening activity to the topic.

(2) Modeling Text

The stage was the main stage where the writer explained the material to the students. In explaining the material, the writer created easy explanation and made a communicative situation with the students. Those were to avoid students lose their attention in learning reading skill.

(3) Joint Construction

In the session, the writer divided the students into some groups in order to apply their English in learning. This was very effective to make them understand the material more.

(4) Independent Construction

This stage was to examine and to know the students' progress by giving exercises done individually.

c) Closing

In the step, the writer reviewed the material that she taught in that time by giving questions relating to the material and asking the students to read a text randomly. After that, the writer closed the lesson when the time was up.

2. Problems of Teaching Reading to 5th Grade Students in SDN Bulakan 02, Sukoharjo

There were some problems faced in teaching reading applied to 5th grade students of SDN Bulakan 02, Sukoharjo. The problems were:

a) Non-Linguistic problems

1) Condition of fifth grade students in SDN Bulakan02, Sukoharjo

The condition of the fifth grade in SDN Bulakan 02, Sukoharjo was very crowded. The numbers of the students are 38 students. Most of them were noisy in the lesson.

2) Students' Problem in Motivating Themselves.

The students had low learning motivation. They felt that they were not competent in this lesson. So, they felt afraid when the writer asks them to read the text.

b) Linguistic Problems

1) Pronunciation

In reading aloud, the fifth grade students got difficulties in pronouncing the word caused by the differences pronunciation between English and Indonesian.

2) Vocabulary

The fifth grade students in SDN Bulakan 02, Sukoharjo had limited vocabularies. So, they got difficulties in understanding the meaning of text.

3) Grammar

The fifth grade students in SDN Bulakan 02, Sukoharjo were still confused in arranging the jumbled words. They did not recognize the function of the words. So, they still made mistakes in arranging them.

3. Solution of the Problems Faced in Teaching Reading Applied to 5th Grade Students of SDN Bulakan 02, Sukoharjo.

From the problems faced in teaching reading, there were some solutions of the problems. They were:

a) Solution of Non-Linguistic Problems

1) Condition of fifth grade students in SDN Bulakan02, Sukoharjo

The writer made communicative lesson with students. She always gave them question randomly to avoid them in losing their attention. So, the students would pay attention the lesson. To avoid them keep moving, the writer asked them to bring dictionary. So, there were no reasons to move.

2) Students' Problem in Motivating Themselves.

The writer made fun and relax situation in teaching and learning. Besides, she gave them an easy question in order to make them proud and interested in the lesson.

b) Solution of Linguistic Problems

1) Pronunciation

The writer gave the correct pronunciation in reading sentence, text, or dialogue. Then, she asked them to repeat it. Sometimes, she asked one of

the students to read a sentence and the others correct the pronunciation. So, they would be proud with themselves.

2) Vocabulary

For understanding text, the writer asked the students to look for the meaning of the difficult words in their own dictionary. But, if they still got difficulties in finding the meaning or in understanding the meaning, the writer helped them to translate it. To help them, in memorizing new vocabularies, the writer showed pictures related the material.

3) Grammar

The solution for the grammar, the writer explained grammar to the students. Besides, the writer gave explanation about the similarity between English and Indonesian in order to make them more understand in grammar.

B. Suggestion

After presenting the conclusion of the process, problems and solution in teaching reading to 5th grade of SDN Bulakan 02, Sukoharjo, the writer is going to present the suggestion as follows:

I. SDN Bulakan 02, Sukoharjo

SDN Bulakan 02, Sukoharjo should add the classrooms because the numbers of the students is too many in a class. The students should be divided in two in two classrooms. So, the process of teaching and learning will be done well.

II. The Fifth Grade Students of SDN Bulakan 02, Sukoharjo

The fifth grade students should study hard because all of them have competency in learning English, especially in reading. In English lesson, the students should bring their dictionary. So, when they do not know the meaning of word, they can open and look for the meaning in the dictionary.

III. English Diploma Students

The English diploma students should prepare teaching needs before doing job training in their field. There are many unpredictable situations that would be faced. So, make a lesson plan before you do teaching activity because it will guide you in teaching students well.

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