

**TEACHING AND LEARNING PROCESS TO IMPROVE
READING SKILLS FOR THE FIFTH GRADE STUDENTS
OF SD NEGERI 11 NGRINGO, JATEN,
KARANGANYAR**



FINAL PROJECT REPORT

**Submitted as a Partial Requirement in Obtaining Degree in the English
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Sebelas Maret University**

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MOTTO

“Don’t give up”

DEDICATION

This final project report is proudly dedicated to:

my mom & my father

PREFACE

First of all, I would like to thank you to Allah SWT who gives me blessing to finish this final project report. This final project report is entitled “Teaching and Learning Process to Improve Reading Skills for the Fifth Grade Students of SD Negeri 11 Ngringo, Jaten, Karanganyar”. It is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project report is intended to describe the practice of teaching English at SD negeri 11 Ngringo, Jaten including the problems and the solutions of teaching English.

The writer realizes that this final project report is far from being perfect. Finally, the writer is grateful to all people who have contributed to the making of this final project report and hopes that it will be useful for all readers.

Surakarta, July 21, 2009

The Writer

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The writer

ABSTRACT

Anik Nurhidayah. 2009. Teaching and Learning Process to Improve Reading Skills for the Fifth Grade Students of SD Negeri 11 Ngringo, Jaten, Karanganyar. English Diploma Program, Faculty of Letters and Fine Arts, UNS.

This final project report is written based on the job training that which was carried out by the writer at SD Negeri 11 Ngringo, Jaten. The purposes of the project are to describe the process, method and the problems and the solution in teaching and learning process to improve reading skill for the fifth grade students of SD Negeri 11 Ngringo, Jaten, including its problems faced by the students and also the solutions for those problems. In writing this final report, the writer collected the data by observing the class, interviewing to the students, library study and directly teaching in the classroom.

The writer found difficulties aced by students in the way to read the text covering the pronunciation and understanding the text. The writer used direct method in teaching and learning process. Moreover, the writer taught them systematically based on the lesson plan. It consist of three main steps namely, Pre Teaching, the process of teaching implementation and closing activity of the lesson. Pre-teaching was beginning activity of the lesson. The process of teaching implementation was the main steps of teacher duties that consisted of four steps namely, Building Knowledge of Field, Modeling Text, Join Construction and Individual Construction. The third step was closing activity where the writer could assess whether the objective of the lesson was adequately reached or not.

Based on the job training experience, it can be concluded that the problems faced by fifth grade students in learning reading were from the students itself such as the low students' interest and motivation. So, they were difficult to pronounce and understand the text. The writer tried to solve this problem by creating fun and communicative situation in the class related on the skill learned.

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CHAPTER I

INTRODUCTION

A. Background

English is a universal language for international communication in this globalization era. It is used people to develop the relationship among the society of the world. English is used for connecting people throughout the world. It becomes the most widespread language in the world. Becoming aware of the importance of this language, therefore, learning English should be done by people as the way to communicate in English.

According to this problem, the government is responsible to include English in the educational curriculum. English should start from the Elementary school because learning new language is better done in the early age.

There are four basic skills that have to be learned. They are speaking, listening, writing and reading skills. In learning a new language, students start to learn it from some sources. The printed source is one of them. When students start to learn the printed source, such as books, it should be assisted by good reading skills, because reading can expand and strengthen knowledge of the language.

The teacher needs to be sure that students can understand the meaning of the text or source material they read. A printed source gives additional knowledge to the learner.

Interested in working out English teaching for young learners, the writer considers choosing the Elementary school in doing job training. The writer takes

the fifth grade student of Elementary School of SD Negeri 11 Ngringo, Jaten, Karanganyar.

Based on the job training's experience, the writer arranges a report entitled "Teaching and Learning Process to Improve Reading Skills for the Fifth Grade Students of SD Negeri 11 Ngringo, Jaten, Karanganyar"

B. Objectives

Based on the background above, the objectives of this report are formulated as follows:

1. To describe the teaching and learning process to improve reading skills for the fifth grade students of SD Negeri 11 Ngringo Jaten Karanganyar
2. To describe the method used in the teaching and learning process to improve reading skills for the fifth grade students of SD Negeri 11 Ngringo Jaten Karanganyar
3. To find out the problems and their solution in the teaching and learning process to improve reading skills for the fifth grade students of SD Negeri 11 Ngringo Jaten Karanganyar

C. Benefits

The writer hopes that the results of this final project will be beneficial to:

1. SDN 11 Ngringo, Jaten, Karanganyar.

This final project report is expected to give useful input to this institution and the students of SDN 11 Ngringo, Jaten, Karanganyar in improving their quality and their English proficiency.

2. English Diploma Students.

It is expected that this final project report can give contribution to the students of English Diploma Program as additional knowledge about teaching and learning process to improve reading skills for the fifth grade students.

3. Other readers.

It is also expected that this final project can give more knowledge to other readers reading this final project report.

CHAPTER II

LITERATURE REVIEW

A. Teaching

Oxford Learning's Dictionary defines teaching as “a process of giving instruction to somebody”. In accordance to that, Brown (2000: 7) states in *Principles of Language Learning and Teaching* that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. While, Collins Cobuild in *Advanced Learner's English Dictionary* (2006 : 1485) defines teaching as the work that a teacher does in helping students to learn. In addition, Brown (2000) states that the activity of teaching itself means guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Meanwhile, a person who is able to teach and transfer knowledge to his or her students is called a teacher. Collins Cobuild *Advanced Learner's English Dictionary* (2006 : 1485) defines the teacher as a person who teaches, usually as a job at a school or similar institution.

From the definition above, it can be concluded that teaching is a process of transferring knowledge or information to someone else in order to know something new that they do not know before. The teacher's role is very important in guiding the children to be good learners in order to learn knowledge.

B. Learning

Collins Cobuild in *Advanced Learner's English Dictionary* (2006: 816) defines learning as the process gaining knowledge through studying. It means that learning is an effort to know something new. While a person who is gaining knowledge or skill is called a learner *Oxford Advanced Learner's Dictionary* (1995 : 671).

Brown in his book *Principles of Language Learning and Teaching* (Longman, 2000 : 7) breakdowns the component of the definition of learning as follows:

- a. Learning is acquisition or “getting”
- b. Learning is retention of information or skill. Retention implies storage systems, memory and cognitive organization.
- c. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- d. Learning is relatively permanent but subject to forgetting.
- e. Learning involves some form of practice, perhaps reinforced practice.
- f. Learning is a change in behavior.

Oxford Learner's Pocket Dictionary, (1995:237) defines “learning as a process of gaining knowledge or skill in a subject or activity”

From the statements above, it can be concluded that in learning, there is a process of getting or acquiring knowledge or skill by the learner through studying

or practicing. As a result, the learner can memorize new information from what they have been learned.

C. Young Learners

According to Wendy A.Scott and Lisbeth H. Ytreberg in their book *Teaching English to Children*, the characteristics of young learners are as follows;

- They have a very short attention and concentration span
- Their own understanding come through hands and eyes and ears. The physical word is dominant at all time.
- Young children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear.
- They understand situation more quickly than they understand the language used.
- Young children cannot decide for themselves what to learn.
- Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning.

D. Reading

Goodman in *Principles of Language Learning and Teaching* describes reading as a “psycholinguistic guessing game” in which the “reader reconstructs, as best as he can a message which has been encoded by a writer as a graphic display”. Goodman views this act of the construction of meaning as being an ongoing, cyclical process of sampling from input text, predicting, testing and confirming or revising those predictions and sampling further (Goodman in Brown : 2001: 219).

Meanwhile, reading comprehension involves background knowledge which goes far beyond linguistic knowledge. Coady in *Principles of Language Learning and Teaching* suggested that background knowledge may be able to compensate for certain syntactic deficiencies: “the subject of reading materials should be of high interest and relate well to the background of the readers, since strong semantic input can help compensate when syntactic control is weak. The interest and background knowledge will enable the student to comprehend at a reasonable rate and keep him involved in the material in spite of its syntactic difficulty. (Coady, in Brown 2001 : 220). According to Schema theory (Bertlet, Rumerlthart and Ortony; Rumerlthart), in *Principles of Language Learning and Teaching*, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge. This previously acquired knowledge is called the reader’s background knowledge and the previously acquired knowledge structures are called schemata. (Bertlet, Rumerlthart and Ortony; Rumerlthart in Brown, 2001: 220).

More information is contributed by the reader than by the print on the page. That is why, readers understand what they read because they are able to take the stimulus beyond its graphics representation and assign its membership to an appropriate group of concept already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. (Clarke and Silberstem in Brown, 2001:220).

Reading involves an interaction between thought and language, a point of view which places great importance on the information and experiences that each reader brings to a task. A common problem with reading text is the tendency to ask students to produce a vocabulary item or to exhibit proficiency with a skill before they have given adequate exposure and practice. Students are likely to experience success with a reading if they are familiar with selected vocabulary items before they begin reading. Most importantly, they must be taught to recognize the meaning of a word or phrase that is not essential for adequate comprehension of the passage. If students feel they cannot continue without knowing the meaning of a word, the dictionary can be used.

From the statement above, reading is a process involving an interaction between thought and language. Reading must be taught to recognize the meaning of a word, so the learner can accept the information of knowledge from the source of materials.

E. Method

According to Brown in his book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, “method is a generalized set of classroom specification for accomplishing linguistic objective” (Brown, 2001:16).

From his book, there is a method used by the writer to teach reading to the fifth grade students of SDN 11 Ngringo, Jaten, Karanganyar, namely Grammar Translation Method. In that book, it is said that Grammar Translation Method focuses on grammatical rules, memorization of vocabulary and of various declensions and conjugation, translations of text, doing written exercises (Brown, 2001: 52), in this method, more attention is given to vocabulary and grammar than other.

The major characteristics of grammar translation method are:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting the words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical text is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

(Brown, 2001: 53).

From the characteristic mentioned above, the writer decides that this kind of method is the most suitable and effective method to used to teach reading, because this method can improve vocabularies and skill in reading effectively.

CHAPTER III

DISCUSSION

A. The Description of SD Negeri 11 Ngringo, Jaten

SD Negeri 11 Ngringo in Jaten is one of the government-school in Karanganyar. SD Negeri 11 Ngringo in Jaten is located in Gunung Wijil, Ngringo, Jaten, Karanganyar. This school was operationalized on October 15, 1984. This school is located in a village so it is not too noisy and this condition is very appropriate to do teaching and learning activities.

The total area of SD Negeri 11, Jaten is about 3688 square meters. This area consists of three parts; building 326 m², yard 2780 m² and garden 572 m². There are ten rooms which can be divided into six classrooms, one teacher office, one library, one medical room (UKS) and one canteen. The head master office is in the teacher office, this room is separated by three cupboards located in line in the middle of the rooms. There is also a large yard in front of the building used for sport activities and flag ceremony, and one teacher's parking area on the left side and one students' parking area on the right side of the yard. Bathrooms are located behind the school building.

SD Negeri 11 Ngringo, Jaten has one headmaster who has the responsibility to lead and manage all of duties related to this school. This school has six class teachers, one religion teacher, one sport teacher, one traditional music teacher, one Christian teacher and also one school guard.

The process of teaching and learning activities start at 07.00 am to 12.00 pm on Monday to Saturday, but on Fridays, the teaching and learning process ends at 11.00 am. In doing the duties, the headmaster is assisted by the school committee organization. The structural of school committee organization is described below:

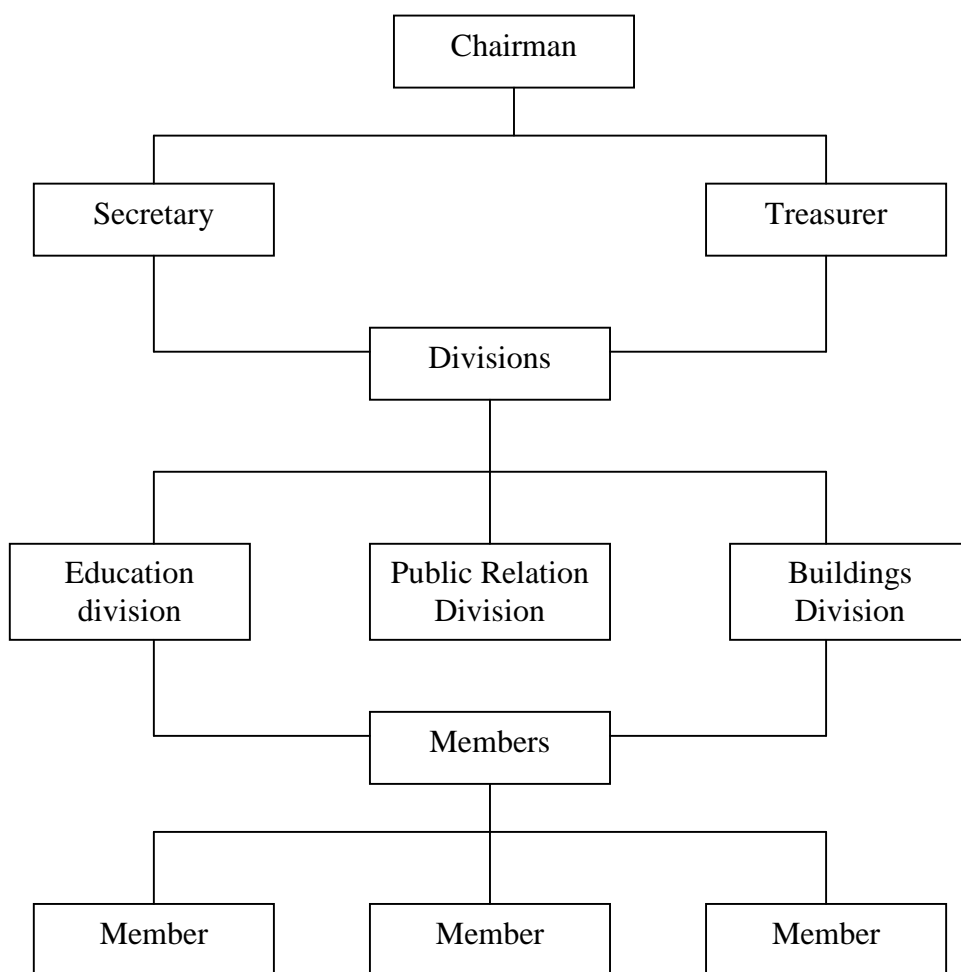


Table 3.1

The class teachers are responsible to handle each of their class in teaching and learning process, because in the Elementary school, the class teacher gives all the lessons based on the curriculum. But there are some lessons that are acquired

from certain teachers with certain major such as English lesson, sport lesson, religion lesson, etc.

SD Negeri 11 Ngringo, Jaten has its vision and missions. The vision of SD Negeri 11 Ngringo, Jaten is creating religious, educated, cultured, and qualified students. The missions of this school are:

1. Increasing believe and faith in God.
2. Giving the best educational services for students.
3. Giving the best operational services for all educational workers.
4. Creating a school as the central of knowledge and a place for creative practicing.
5. Creating a school as the conducive condition to becomes example in society.
6. Developing all the facilities.
7. Implementing transparent school.
8. Culturing clean and healthy life.
9. Developing and strengthening social awareness.

In order to know, more about the school building of SD Negeri 11 Ngringo, Jaten, the writer draw the map of the school building to give clear information of the location of each class clearly, the map is on the next page,

below is the map of the school:

North

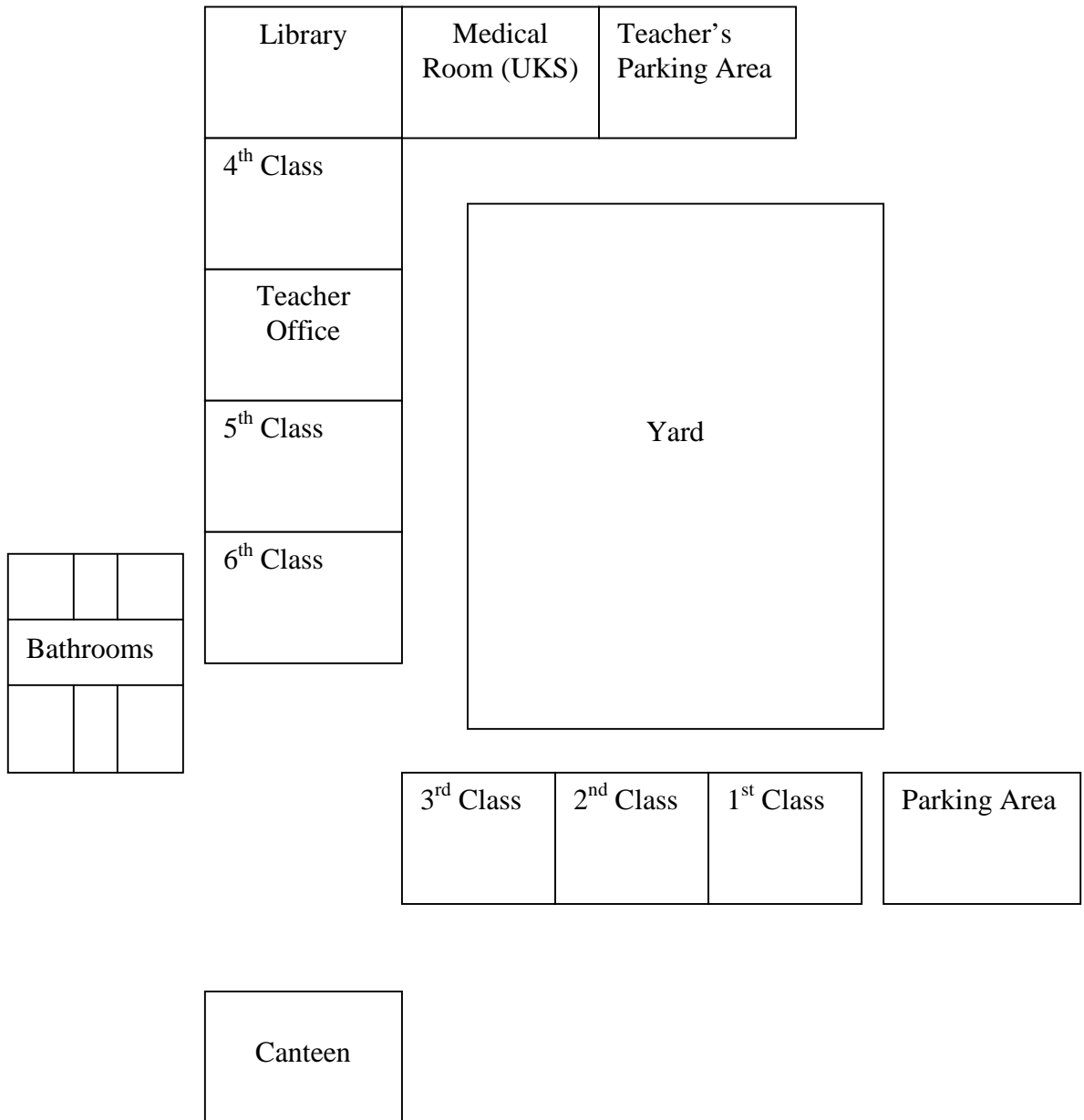


Table 3.2

B. The Job Training Activities

1. Class Observation

The writer did the class observation while the process of teaching and learning was taking place. The writer taught the fifth grade students of SD Negeri 11 Ngringo in Jaten from February 9th, 2009 until April 1st, 2009.

The physical condition of the fifth grade classroom is good and appropriate to the standard classroom from the government, so it is adequate enough for supporting the teaching and learning process. This classroom is located on the right side of the teacher office. The class is taken care by the students themselves by arranging picket schedule to clean the class everyday. There are eleven tables and twenty-two chairs for students, a table and a chair for the teacher, a blackboard, a cupboard, a clock, a whiteboard that contains the list of facilitation media of the room, schedule, and also some pictures.

The fifth grade class of SD Negeri 11 Ngringo, Jaten consists of 11 male students and 8 female students. The seat arrangement is arranged in the same pattern. The teacher was most of the time in front of the class, so the students who took a seat in the back sometimes did not pay much attention to the teacher. Some students disturbed other friends, some were quiet, but some paid attention to the lesson. So, the writer had to prepare the proper strategy in teaching, in order to improve their reading skill.

2. Lesson Plan

The writer had to make the lesson plan before doing the teaching activity. It was very important as the guide line in teaching. Making a lesson plan should

consider the objectives of the lesson and the ways to reach the objectives. Every step in the process to reach the objectives should be well-arranged by looking at the students' base ability in this major. The fifth grade students at least have adequate basic knowledge of English because they have learned English for four years before. That is why, the writer made a lesson plan in the form of student centered learning to enable them to improve their language skills, especially their reading skill. The lesson plan can raise the teacher's confidence, control her emotion, and improve her performance in teaching.

The lesson plan starts with the information of the topic, the grade of students, allocated time, the indicator, etc. The lesson plan made by the writer consisted of three steps, namely:

I. Pre-teaching

Pre-teaching contained greetings activity, checking the students' attendance, and brief explanation about what was going to do.

II. The process of teaching implementation.

This step was separated into four stages, namely:

- a. Building Knowledge of Field
- b. Modeling Text
- c. Joint Construction
- d. Individual Construction

III. Closing Activity

In this step, the writer could assess whether the objectives were adequately achieved or not. The writer took a mark for the assessment of the students and

reviewed the material generally and then closed the lesson by saying leave taking.

3. Teaching and Learning Process

The process of teaching and learning English for the fifth grade students of SD Negeri 11 Ngringo, Jaten was done on Wednesdays. The lesson plan was the basic step in teaching, used by the writer to teach English. The writer only used Students Exercises Book (LKS) to teach reading for the fifth grade students because it was the only material source they got from school. The writer was not brave enough to give them another topic of material from other books because the real teacher had asked the writer to give a topic according to the syllabus she had made. It meant that the writer only continued the material given by the English teacher.

To describe teaching and learning process of English in improving reading skill to the fifth grade students of SD Negeri 11 Ngringo, Jaten, the writer made three main steps, as follows:

First of all, the writer began the lesson by greeting the students, checking the students' attendance and giving a brief explanation about what the class was going to do. This step was efficient not only to give information of the lesson, but also actively involves the students at the beginning of the activity of the teaching and learning process.

Second, the writer applied the second step, namely the process of teaching implementation. This step was separated into four sessions, namely:

1. Building Knowledge of Field

In this session, the writer started the lesson by some introductions, it was about something related to the material such as a warming up session to attract the motivation of the students.

2. Modelling Text

In this session, the writer used a hand book as the reference for students' activity. She used the writing on the blackboard to explain grammar. This session was the main focus in teaching and learning process. However, the writer should make the explanation easily understood by the students.

3. Joint Construction

In this session, the writer applied practicing the material in the form of game in group, so in this session the students were more active in teaching and learning process.

4. Individual Construction

After the writer explained the lesson, the writer gave some exercises for the students individually. It was important to know the progress of the students and to know how far they understood the material they have obtained.

The last one was the closing activity. In this session, the writer assessed whether the objective of the lesson was adequately reached or not, and the writer took the mark from the students' activity by answering questions given by the teacher individually. After that, the writer reviewed all the materials and then closed the lesson by expressing leave taking.

C. The Teaching and Learning Process to Improve Reading Skill to the Fifth Grade Students of SD Negeri 11 Ngringo, Jaten.

As mentioned earlier, during the job training, the writer taught English to the fifth grade students every Wednesday. The material of teaching English in SD Negeri 11 Ngringo, Jaten was taken from students' exercise book or "LKS". This book was entitled Neo Brilliant, English for Elementary School. It was published by Suara Media Sejahtera. This book was published based on Curriculum/KTSP, this book was very appropriate to the students in SD Negeri 11 Ngringo, Jaten because this book contained four skills namely, reading, speaking, listening and writing.

According to the main goal of the writer, that is, teaching reading to improve reading skills to the fifth grade students, the writer divided the process of teaching reading into three main steps and each step contained several activities to reach the objective of the teaching process, as follows:

I. Pre-Teaching Activities

The writer greeted the students, as follows:

The writer: "Good morning students?"

The students: "Good morning, Miss."

The writer: "How are you today?"

The Students: "Fine, thank you. And you?"

The teacher: "I am fine, thank you. I will check your presence now. Who is absent today?"

The students: "Wahyu, Miss."

The teacher: “OK, thank you.”

II. The process of teaching implementation

The writer separated this step into four stages namely:

1. Building Knowledge of Field

The writer introduced the material and the writer began the lesson. In this step, the writer tried to relate the opening activity to the topic that would be learned, as follows:

The writer: “Students, we will learn about transportation. All of you must have got an experience about going to somewhere by certain transportation media, haven’t you?”

The students: “Yes, Miss....”

The writer: “Can you mention some transportation media?”

The students: “Yes, Miss....(They mentioned it one by one)”

The writer: “Good but who can write it down on the blackboard?”

The students: “I can, Miss”

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

2. Modeling Text

In this session, the writer used the students’ exercise book as the media for the students’ activity. In reading activity teacher begun to read aloud and the students were asked to repeat after her. Then, she pointed several students to read aloud individually. Sometimes, they mispronounced some words. For example:

The writer : “Students, open the page 43, and read this text aloud.”

The students: “Yes, Miss....(they read together)”

The writer : “Now, I will point a student to read this individually.
Yogi, please read this text.”

Yogi :”Yes, Miss. (then he read, but in the middle of the text he mispronounced a word, for example: bicycle, he read /bicikle/)”

The writer : “O...There was a mistake, how do you read this word, students?”

The students : “Bicycle, they read /baisikəl/ (the other students answer)”

The writer : “Yogi, Can you repeat it?”

Yogi : “Yes, Miss, /baisikəl/ (he repeated it once again).”

The reading activity, the students found new vocabularies and sometimes, got difficulty in pronouncing them. Actually, the teaching process of reading in the Elementary school was emphasized more on reading materials.

In teaching reading, the writer used grammar translation method. In this method, reading of difficult classical text was begun early, long elaborate explanations of the intricacies of grammar were given and the role of the teacher was very dominant. To give clear explanation of the lesson, the writer used the writing on the blackboard to explain the

grammar of the text. However, the writer should make the explanation easily understood by the students.

By using the writing on the board as shown below, the writer explained the grammar related to the text.

For example:

- **I will go to Solo by bus.**
- **We will arrive in bus station today.**
- **They will buy bicycle.**
- **She will go to school by car.**
- **He will drive a car.**

The pattern of Future Tense:

Subject + infinitive

3. Joint Construction

In this session, the students were required to be more active in learning. The writer designed exercises and test to enable the students to use English communicatively such as a game to be played in group.

This activity was called “ Who will lead” game. This is the procedure:

- a. The writer divided the students into four groups, each group consisted of 4-5 students.
- b. Each group got a text consisting of incomplete sentences.
- c. One of the members of the group read a sentence and the other who knew the correct answer became the reader of the next question.

For example:

Endah : “First question. Mother goes to the market this morning by..... It has three wheels. The driver is on the back of the passenger. What is it ?.”

Pipit : “I know the answer, it must be a Pedicab.”

Endah : “Is it the correct answer, friends?”

Yuli : Yes, it is. Now, Pipit will lead and read the next question.

d. After all of questions have been answered, the game finished.

When the activity was running, the writer walked around and checked and corrected, if students made a mistake in reading the question. By asking questions and giving exercises, automatically, the students could practice their reading ability and could improve their ability in understanding the text. By applying this activity, not only the reading skill would be improved but also the speaking skill, because students were trained to communicate with their friends in English.

4. Individual construction

In this session, the teacher gave some exercises for students to be answered individually. The example of the exercises is as follows:

I. Fill the blank in the text below with the words provided in the bracket!

Text

Today, I'm going to grandmother's house. She lives in Jakarta with my uncle. I take the evening.....(1), namely Argo Lawu. I leave Solo at about 8.00 p.m. the officer at the.....(2)station says that I will arrive in Jakarta at about 6.00 p.m. “What a long journey!” I thought.

My mother says that I must take.....(3) as soon as I arrive at Gambir Station. She also says that Jakarta is a crowded city. There, I

can see a lot of.....(4),.....(5),.....(6),.....(7), and.....(8)
in the main streets in Jakarta. I can't wait to see Jakarta.

Boat	Truck
Car	Train
Truck	Ship
Carriage	Plane
Ambulance	

II. Arrange this jumbled word into the correct sentences.

1. will – Father – go - to – Jakarta =
2. ride – will – Ady – his – bicycle =
3. Dina – buy – will – a – motorcycle =
4. train – the – will – station – arrive – in =
5. He - school – to – go – bus – by – will =

By giving these exercises, the students were trained to read and to understand the text before putting the correct answer on the blank space of the sentences. So, this exercise was appropriate in training their skill in reading and understanding texts in the Elementary school level.

After all students finished doing the exercises, the writer checked the correct answers with the class. This was done to give explanation to the students about the correct answers of the questions. The worksheet should be submitted to the writer as a reference to know the students' progress.

III. Closing Activity

After all activities above, the writer could asses the students' progress in their reading skill. The assessment was done by taking mark of the students' exercises individually and their reading performance. At the end of the lesson the writer reviewed the material generally. This activity

should be done to remind them about the lesson. To close the day's lesson, the writer said " See you next week and thank you".

D. The Problems Faced by the Students in Learning Reading

During the job training, the writer found some problems which are faced by the fifth grade students in learning reading. The problems were:

1. The students' problems in reading and understanding text.

In learning reading especially in the Elementary school, the students read the words according to their first language (Bahasa Indonesia) way of reading, even though they have learned English since they were in the first grade. The students also felt confused and got some problems in understanding the meaning of the text. These problems were usually caused by the influence of their mother tongue and their lack of vocabulary.

2. The learning motivation of the students

The students of elementary school are young learners. They did not have a great desire to face the challenge of the difficulties of a certain lesson especially in English. They often gave up if they met more difficult material. Sometimes, they had difficulties to pay attention to the teacher explanation or they were busy with their own activities, such as chatting with their friends, drawing in the notebook, disturbing other friends who wanted to pay attention to the teacher, etc. So, the teacher should have extra energy to control the students and got students' attention.

E. The Solution of the Problems

1. The students' problems in reading and understanding text

When teaching reading, the writer supervised the students in reading the text, and gave correctness if they mispronounced of the word. The teacher asked the students to repeat the correct pronunciation in the reading text. The repetition was to remind the students, if there were any mistakes in the reading text.

For example: The teacher read the text then the students should repeat after her and memorize how to read that word. The fluency of students could be reached by repeating reading.

In understanding a text, students must be supported by understanding vocabulary related to the text. To achieve this, the teacher asked the students to take a note and she asked one of them to find it in a dictionary and wrote it down on the blackboard and the other students took a note of their friend's answer on the blackboard. This way was effective because it was like a competition, the students would be very proud if they could give answers to other friends who did not know the answer and they would always remember them.

2. The learning motivation of the students.

In this problem, the teacher made a comfortable atmosphere in class by creating a fun game in the teaching and learning process and she also gave them a gift and praise them if they could answer the questions or be active in learning.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This report discusses about the teaching and learning process to improve reading skill for the fifth grade students of SD Negeri 11 Ngringo, Jaten. Based on the discussion in the chapter III, it can be concluded as follows:

Firstly, the process of teaching and learning to improve reading skill for the fifth grade students of SD Negeri 11 Ngringo, Jaten was constructed into three main steps and it consisted of stages in supporting the run of teaching and learning process, namely:

I. Pre-teaching activities:

This activity contained steps to change students' attention from lesson in the previous period. In this step, the writer did beginning activity, such as greeting the students, checking students' attendance, etc. Those activities were done to alert the students that they would be taught English by the writer.

II. Process of teaching and learning implementation.

This was the main step of the writer's duties. This step consisted of four stages:

1. Building Knowledge of Field

This was an introduction stage to arouse the students' interest to the material. In this stage, the writer tried to relate the opening activity to the topic.

2. Modeling Text

This stage was the main session where the writer explained everything related to the material to the students, for example: explaining about the grammar, the correct pronunciation when reading a text, new vocabulary, etc. Sometimes, some students could not keep their attention to the writer's explanation. So, the writer should create easy explanation and keep making a communicative situation with them.

3. Joint Construction

In this stage, the writer created a session to enable them to apply their English in learning by making games related to the learned skills. This was very effective to make them understand the lesson more.

4. Individual Construction

This stage was a session to examine and to know the progress of the students by giving exercises to be done individually.

Secondly, the grammar translation method was chosen by the writer to teach reading for the fifth grade students because in this method, reading of difficult classical text was begun early, long elaborate explanations of the intricacies of grammar were given and vocabulary were taught in the form of lists of isolated words. Those were very appropriate to build an early fundamental skill in reading for the Elementary school students.

Thirdly, there were some problems faced by the students in learning reading. The problems were:

1. The difficulties in reading and understanding and the text such as mispronouncing the words and the students did not understand the meaning of sentences
2. The low learning motivation of the students

There are some solutions of the problem. They were:

1. The students had difficulties in reading and understanding the text. Therefore, the writer gave solution for this problem by giving the correct pronunciation in reading sentences and involving all the students in class to give the correct version for the ones who get difficulties. So, the students would feel proud of themselves and they would try to know more about the material.
2. Low learning motivation of the students can be faced by making fun situation in learning through games and other enjoyable activities for the students to keep their interest in learning.

B. Suggestions

After presenting the conclusion of teaching and learning process to improve reading skill for the fifth grade students of SD Negeri 11 Ngringo, Jaten, the writer is going to present the suggestion as follows:

1. SDN 11 Ngringo, Jaten and the government institution

The curriculum of English in the Elementary school should be determined correctly in order to gain students' proficiency of English. Therefore, it is important for the headmaster who are in charge to lead the school to bring this problems to the Education department, because, at this time English curriculum is not suitable with the students' ability in receiving the material. By providing the proper curriculum suitable with the students' understanding ability, it is hoped that students can improve their English ability.

2. The students of SDN 11 Ngringo, Jaten

Learning English is needed to fulfill the educational requirement. However, the students sometimes get difficulties and then they are lazy to learn English. So, the students must be disciplined and they have to study hard in order to master English.

3. English Diploma students

English Diploma students have to give more preparation before doing the job training in their field, such as teaching, because there are many unpredictable situations that would be faced when they are in the job training. Therefore, it is very important for the students to prepare themselves for the job training such as by making lesson plan that will guide them in doing teaching in the class.

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