CHAPTER III
DISCUSSION

A. Description of SD NegeriBulukantil Surakarta

1. Description and Brief History of SD NegeriBulukantil

SD NegeriBulukantil is one of the elementary schools in Jebres. It is located at Jl. Kartika No. 32 Ngoresan, Jebres. SD NegeriBulukantil was established in 1978. SD NegeriBulukantil has one headmaster’s room, one teacher’s room, and six class rooms. Besides that, the school also has one library, one school health unit room (Unit KesehatanSekolah), one canteen, two toilets, one mosque and two parking areas.

SD NegeriBulukantil is led by headmaster who has a responsibility to lead and manage all of the duties related to the school. The school has six class teachers, one sport teacher, two religion teachers, one English teacher, one administration staff, and one school guard. The process of teaching and learning process starts from 07.30 am to 13.00 pm from Monday to Thursday but on Friday and Saturday, the teaching and learning process starts from 07.30 am to 11.00 am.
2. Vision and missions of SDN Bulukantil Surakarta

Every school has its own vision and missions. The vision of SDN Bulukantil Surakarta is “conducting the education and teaching based on religion and science in order to get smart, competent, and responsible graduates with good personality”. Meanwhile, the missions of SDN Bulukantil Surakarta are:

- Creating a conducive atmosphere of the school through a culture of discipline in all areas,
- Developing potentials, talents, and interest by learners so that they become citizen that are responsible to God, society, and nation,
- Developing children to become responsible and physically, socially, spiritually, and culturally healthy
- Developing the communication and activity in society and school areas.
3. Organization Structure of SDN Bulukantil Surakarta

SDN Bulukantil has an organization structure to manage all of the duties in the school. SD Negeri Bulukantil has one headmaster, six teacher class, one sport teacher, two religion teachers, one teacher English and one administration staff. The following is the organization structure of SDN Bulukantil Surakarta:

![Organization Structure Diagram]

Table 3.1. The organization structure of SD Negeri Bulukantil
B. The Job Training Activities

1. Class Observation

During the job training, I did a class observation including the class conditions and teaching activities done by the English teacher. It is necessary to help in collecting any information needed about the school to support the research.

Class observation in SDN Bulukantil Surakarta was done on Monday 11 May 2015. I observed physical condition of the class, the number of the students, and the way of the English teacher taught English to them.

The fifth grade class consists of 46 students; 17 boys and 29 girls. The chairs are arranged into six groups. The fifth grade was the biggest class in SDN Bulukantil, so the class was noisy. Some of the students were often very busy with their own. Although the class was noisy, it was easy to manage. Some of students were very active and paid attention when the teacher explained the lesson. The students liked to come in front of the class to write the answers on the whiteboard. They were very active to raise their hand if they did not understand with the material. However, there were some students who were still ashamed to come in front of the class if the teacher did not invite him or her to come in front of the class.

In this observation, I found that the fifth grade class had the basic facilities to support the teaching and learning process, such as: a whiteboard, board makers, erasers, teacher’s desk, tables and chairs for the students, a clock, a cupboard,
pictures and schedule of lesson. Physically, the condition of the classroom was

good enough and very conducive for teaching and learning process.

During class observation, I also observed the English teacher when she
taught English. I found that the English teacher only used handbook _English for 
Real Communication Student’s book 5_ published by Silvester Goridius Sukur as the
main book. The book was used by students as an exercise book.

Before the English teacher began the lesson, she greeted the students first.
Then, she began the lesson by reviewing the previous lesson. If there was
homework, the teacher asked the students to submit their homework and corrected
it. After that, she gave the next material. The teacher explained the material in
Indonesian language and explained the material in English by translating the
meaning of the words or sentences to Indonesian. Then the English teacher asked
the students whether they had understood the material or not.

After explaining the material, the English teacher gave some exercises in
handbook _English for Real Communication Student’s book 5_ and sometimes she
gave exercises that were arranged by her. The teacher asked the students to write
the answers on the whiteboard and discussed the answers together. Before ending
the lesson, the English teacher reviewed the material and gave homework to the
students. Then she ended the lesson by saying “good bye”.
2. Making Lesson plan

During the job training, I made a lesson plan before teaching. A lesson plan was very important because it was used as guidance to prepare and organize the material that will be explained to the students. Besides that, the lesson plan helped to memorize what I should do in the classroom.

The following is one of lesson plan I made:

Grade : Fifth
Skill  : Reading
Theme : My Family
Duration: 70 minutes

Aims : At the end of the lesson, the students are expected to be able to:

a. Explain the member of family
b. Understand some texts about Family by answering the questions related the text or finding detail information about the text.

Procedure:

1. 5 minutes : The pre-reading stage
   - The teacher greeted and checked attendance.
   - The teacher greeted the students and asked their condition.
   - The teacher checked the student’s attendance by calling their name one by one
   - The teacher gives a simple question related to the topic that will be taught.
2. 10 minutes: Beginning reading
   - The teacher reviewed the last week material they got.
   - The teacher gives some vocabularies and short sentences about family.
   - The teacher gives the explanation and example about “how many sisters do you have?” then, she asked the students to read a dialog in front of class in pairs.

3. 20 minutes: Developing reading fluency
   - The teacher gives a text to the students and reads a text sentence by sentence, and then she instructed the students to read aloud.
   - The teacher instructed the students to read a text in front of class individually and ask them some simple questions about the text that they read. Then, she assessed them.

4. 20 minutes: Increasing reading ability and the developing of reading interest
   - The teacher instructed the students to do some exercise in students’ exercise book to develop their reading interest.
   - After that, she gave games to the students. The first game is finding the kinds of family in the box.
   - Then she assessed them and gave reward to the group who get many list of family.
5. 10 minutes : Enhancing and refining reading skill
   - The teacher asked the students to read and translate a text individually.
   - The teacher instructed the students to do exercises about the text that they have read.

6. 5 minutes : Closing
   - The teacher reviewed the material and asked the students whether there is question or not.
   - Then she ended the lesson and said goodbye.

C. Discussion

1. The Techniques of Teaching English Reading to the Fifth Grade Students of SD NegeriBulukantil

   During teaching reading to the fifth grade students, I used some techniques. The techniques are reading aloud, dialogue, question-answer, games, translation and intensive reading. I applied the techniques into the stages of reading development.

1. The Pre-reading stage

   The first stage of reading development is the pre-reading stage. In the pre-reading stage, I firstly greeted the students.

   Teacher : “Good morning, students.”
After the greeting, I checked the students’ attendance. If there was a student who was absent, the students mentioned the name. Then I asked why the student was absent. After checking students’ attendance, I reviewed the last material. The technique was used by me in the pre-reading stage was question-answer.

I started the lesson by giving some simple questions as a warm up for the students. It was purposed to introduce the material and to know how far the students know about the material. Moreover, it can motivate the students to learn the topic at the day.

Teacher : “How many brothers do you have?”

Students : “I have one brother”

Teacher : “And you, how many sisters do you have?”

Students : “I don’t have sister”

Teacher : “Good. Today, we will learn about Family.

I was so glad because the students were very active to answer the question that given by the writer.
2. **Beginning reading**

   After giving simple question to the pre-reading stage, I continued to the next stage, beginning reading. I used reading aloud and dialogue as the techniques in beginning reading stage.

   a. **Reading aloud**

   Reading aloud is the effective technique in teaching reading. In teaching reading, I started to teach the students by introducing some vocabularies and short sentences about family. I read aloud the name of them one by one and asked the students to repeat after her. Then, we translated the words together one by one.
The following are some vocabularies about family:

This is my grandfather, he is Mr. Sastro
This is my grandmother, she is Mrs. Sastro
This is my Father, he is Mr. Aryo
This is my Uncle, he is Mr. Ardi
This is my mother, she is Mrs. Astuti
This is my aunt, she is Mrs. Tina
This is my sister, she is Dina
They are my cousin, Lili and Toni
This is me, Doni
This is my brother, he is Dio

After giving vocabularies, I gave some short sentences and asked some students randomly to read the short sentences. I was glad because by using
reading aloud and pictures, most of the students were very enthusiastic to read the vocabularies and short sentences.

b. Dialogue

I asked the students to open their book and began to explain about their family. I wrote an example of dialogue about family and then asked the students to make a dialogue with them. The following is the example of the dialogue made by the writer.

Dialogue:

Tina : How many brothers do you have?
Novi : I have one brother.
Tina : How many sisters do you have?
Novi : I have one sister. How about you? How many brothers and sisters do you have?
Tina : I have one sister and no brother.

When the writer pointed some pairs of students to read the dialogue in front of the class, most of them could do it correctly.

3. Developing reading fluency

At this stage, the students start to read a text. The technique was I used in this stage was reading aloud.

a. Reading aloud

In the stage, I prepared a text to the students. She gave a text to them. Then, she asked the students to read the text sentence by
sentence together. Then I asked the students to read in front of class individually. Then, she asked them some simple questions about the text that they read and assessed them. The students can guess and answer the question correctly although some of them used the Indonesian language.

In the beginning, I asked the students to read a full text. But it just ran a few minutes. When the students read a text in front of class, the other students did not pay attention to their friends. They were busy with themselves, such as practicing read too loudly and talking with other friends. So it disturbed the students who read in front of the class. Therefore, I changed the rule in reading text. The first students just read some sentences. Then the next student continued the next sentence, and so on. It was made in order to make the students keep attention in learning.

4. **Increasing reading ability and developing the reading interest**

As we know, at this stage, the students are required to start reading for pleasure. The teacher has to use various techniques to stimulate the students’ interest in reading. There were some techniques I used in this stage.

a. Question-answer

Question-answer is a great activity which is used in teaching reading. It can motivate the students to read sentences or text. The following is some exercise for students.
I. Read and write ‘Yes’ or ‘No’

3. Read and write ‘Yes’ or ‘No’.

1. The family is in the living room. Yes
2. The mother is reading a book. No
3. The father is sleeping. No
4. The grandmother is watching TV. 
5. The grandfather is sleeping on the sofa. 
6. The girl is playing computer games. 
7. The boy is playing with puzzles on the floor. 
8. The cat is looking at the butterfly.

Beside the exercise above, I also gave other exercise to the students to stimulate them in increasing reading ability and developing reading interest. The exercise was making a simple text. In this part, I instructed the students to make a simple text based on the clue. Then, some of them had to tell their text in front of their friends.

For example:
b. Games

Games are the effective technique in teaching and learning. Games make the students interested in teaching and learning activity. In this stage, I used the searching game.

The game was searching kinds of member of family from the box. The students had to find kinds member of family in the box.
When I applied the games, most of the students were very interested. They were enthusiastic to do the game. But in the middle of the game, I found some of the students did not participate. They just relied on the other friends in their group to work the game. Therefore, to make the students do this game, I walked around the class to observe the students and applied the additional point and reduction point. Finally, the students participated to finish the game.
5. **Enhancing and refining reading skill**

At this last stage, the students are required to be able to read a text and comprehend its meaning. I used some techniques that are applied into some activities. The following is the technique.

a. **Intensive reading and translation**

I asked the students to read the text and translate the text into Bahasa Indonesia. By using intensive reading and translation technique, the students can find new vocabulary and know the meaning of the word. So they can comprehend the meaning of the text easily.

**Read the text!**

David’s wife is Diana. David and Diana have two children, one son and one daughter. Their daughter’s name is Bella. Peter is Bella’s husband and Robert is Bella’s brother. Peter and Bella have two children. Desi is Bella’s daughter and John is her son. David is Desi’s grandfather and Diana is her grandmother. Desi and John are David and Diana’s children.

When the students translated the text, the students got difficulty to translate some words in the text. They did not know the meaning of the some words. I asked them to find the meaning of the words in dictionary, but just few students who brought the dictionary.
So, to help them in translating the text, I gave the meaning of difficult words to relate to text.

b. Exercise

After that, I gave the students some exercise and asked them to fill the blank based on the text above individually. It was used to measure whether the students comprehend the text or not.

6. Closing

At last, I reviewed the materials that had been learnt together. Then I asked the students whether there were questions or not. If there were no questions, I ended the lesson by saying “Good bye and see you next week”.
2. The Problem of Applying Some Techniques in Teaching Reading to the Fifth Grade Students of SDN Bulukantil

1. Reading aloud

The first problem I faced in using reading aloud was the students read a full text. In the beginning, I asked the students to read a full text in front of the class individually. I thought by reading a full text, she could know the student’s fluency in reading a whole text. In fact, reading a full text spent much times. Moreover, when the students read a text in front of the class individually, the other students were very noisy. There were the students who practiced to read a text too loudly, talked even played with their friends. They did not pay attention to their friends who read in front of the class. The student who read a text in front of the class could not keep her/his concentration in reading a text. Besides that, it also bothered me in assessing the student who read a text.

2. Dialogue

When I pointed some pairs of students to read the dialogue in front of the class, most of them could do it correctly. Just 2-3 pairs who still did a mistake, for example when they read “This is my grandfather, he is Mr.Sastro”, they forgot to using subject like “he” or “she” or “they” and forgot to using to be like ‘is’ or ‘are’

3. Games

When I applied the games technique, the students were divided into some groups and they were very excited. But in the middle of the game,
I found some of the students did not participate in their group. For example, when the other friends were busy to search, they just idled on their own seat. They did not care their group and just relied on the other friends in their group to work the game. In this part, they were required to work together in their group.

4. Translation

The problem in applying translation technique was lacking of vocabularies as well as the meaning. When the students translated the text, the students got difficulty to translate some words in the text. I asked them to find the meaning of the words in dictionary, but just few students who brought dictionary. So, it decelerated the process of translate the text.

3. The Solution of the Problems Faced in Teaching Reading to the Fifth Grade Students of SDN Bulukantil

1. Reading aloud

To solve the problem, reading a full text spent much times, I changed the rules. I changed reading a full text became reading some sentences. I asked the first student to read some sentences and then the next student continues the next sentence, and so on. For example, when I asked a student to read some sentences in front of the class and she found some students did not pay attention to their friend or made a noise, she pointed the student to continue reading the text. By applying the trick, the students can keep attention in learning reading. Finally, the students paid attention to the writer and the material.
2. Dialogue

To handle the problem, I rectified them directly. She gives notes to the students. For example: - **IS** (for **singular** noun)

**ARE** (for **plural** noun)

*Ex:* 1. this is my Father
2. They are my Family

3. Games

To encourage the students in order to participate in their group, I applied the additional point and reduction point was given for the active students and reduction point was given for the lazy students. In applying this, I walked around the class to observe the students. If she found the lazy student, she reminded her/his and then gave her/his the reduction point. By giving the additional point and reduction point, the students were active in doing the game.

4. Translation

To solve the problem in applying the translation technique, I gave the students the meaning of difficult words related to the text to help them in understanding text. She gives the meaning of the difficult words in the paper. For example:

*Father/ daddy:* ayah     
*mother/mommy:* ibu

*Sister:* kakak/adik (perempuan)  
*uncle:* om

*Brother:* kakak/adik (laki-laki)  
*aunt:* tante

*Grandmother/ grandma:* nenek  
*cousin:* sepupu

*Grandfather/ grandpa:* kakek  
*grandchild:* cucu
Son: anak (laki-laki)  Daughter: anak (perempuan)

Niece: keponakan (perempuan)

Besides that, I also gave opportunity to ask if they faced the difficulty in understanding text.