CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the activities of the teaching English reading at the fifth grade students of SDN Bulukantil, there are some conclusions that could be drawn from this final project. Those are:

1. The Techniques of Teaching English Reading to the Fifth Grade Students of SDNegeriBulukantilconsists of five steps. They are:

   1. The Pre-reading Stage

      In this step, I greeted the students first. Then, her introduced new materials to the students by asking some questions related to the material that will be explained. Besides that, I gave a short explanation about the material. The technique was I used in the pre-reading stage was question-answer to attract students’ attention.

   2. Beginning Reading

      The second step is explanation. In this step I used reading aloud to introduce vocabularies and short sentences about family to the students. The use of reading aloud is effective to teach students how to read the
words. The students can learn and imitate it directly. If there is a student doing a mistake in reading, the teacher can rectify directly.

3. Developing Reading Fluency

Developing Reading Fluency is the third step. I used the technique in developing reading fluency stage by using reading aloud the process of reading English was interesting. The students practiced to read the text sentence by sentence together. Then, I asked them some simple questions about the text that they read and assessed them.

4. Increasing Reading Ability and Developing the Reading Interest

I used the technique in increased reading ability and development of reading interest by using question-answer and games. Generally, elementary students like playing games. Games could make the students interested in learning reading English. Therefore, I used games to teach her students. I used game searching kinds of family member from the box.

5. Enhancing and Refining Reading Skill

I used the technique in enhancing and refining reading skill by using intensive reading and translation, exercise, and closing. In using technique intensive reading and translation the students can find new vocabulary and know the meaning of every word. So, they can comprehend the meaning of the text easily. In using technique exercise, it was used to measure whether the students comprehend the text or
not. In using technique closing, the writer reviewed the materials that had been learning together.

2. The Problems 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 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.

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

In the middle of the game, I found some of the students did not participate in the group. They did not care with their group and just relied on other friends in their group to work the game.

4. Translation

When the students translated the text, the students got difficulty to translate some words in the text.

3. The Solutions 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 mush 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.

2. Dialogue

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

\textbf{ARE} (for plural noun)

\textit{Ex}: 1. this is my Father

2. They are my Family
3. Games

I applied the additional point and reduction point. The additional point was given for the diligent students and reduction point was given for the lazy students.

4. Translation

I gave the students the meaning of difficult words related to the text to help in understanding text. She wrote the meaning of the difficult words in the whiteboard.

B. SUGGESTION

Based on the conclusion in this chapter, there are some suggestions I proposed:

1. English teacher in SD Negeri Bulukantil

Teaching English reading especially in elementary school will be more interesting if the teacher uses various techniques in teaching. The interesting and suitable techniques will make the process of teaching enjoyable and easy to understand by the students. Therefore, the teacher should try to use various teaching techniques so make her students interested to learn English. Various teaching techniques will also improve the students’ enthusiasm in learning.
2. SD Negeri Bulukantil

To improve the quality in teaching learning process of English, the school should add teaching and learning aids, such as speaker, various books, dictionary, and picture cards. The English teacher can use the teaching aids to teach the students. So, the teaching and learning English can be done easily and more interesting.
BIBLIOGRAPHY


Internet Resources:


http://www.rif.org

http://www.shutterstock.com
LESSON PLAN

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 to the text or finding detail information about the text.

Procedure:

1. 5 minutes: The pre-reading stage
   - The teacher greets and checks attendance.
   - The teacher greets the students and asks their condition.
   - The teacher checks 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 reviews 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 asks 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 instructs the students to read aloud.
   - The teacher instructs 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 assesses them.

4. 20 minutes: Increase reading ability and the development of reading interest
   - The teacher instructs 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 assesses them and gave reward to the group who get many list of profession.

5. 10 minutes: Enhancing and refining reading skill
   - The teacher asks the students to read and translate a text individually.
- The teacher instructs the students to do exercises about the text that they have read.

6. 5 minutes: Closing

- The teacher reviews the material and asks the students whether there is a question or not.

Then she ends the lesson and said goodbye.

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.
Let’s practice I

*Who Are They?*

this is......................

This is ......................

This is......................

This is......................

This is ......................

This is......................
Let’s practice II

1. Fill the blank space with name of your family then practice it!

1. hello my name is........................
   I live in..................................
   This is my family
   My father is mr...........................and
   my mother is mrs..........................
   I have ......................................
   ........................................................................................................

2. Complete The Dialogue And then practice with your partner!

4. Dio : ................., galih
   galih : ................., Dio
   Dio : galih, this is mr. Ardi. This is my uncle.
   galih : Hello mr.Ardi, .........................
   Mr.Ardi : ........................................, galih