THE TECHNIQUES OF TEACHING ENGLISH READING TO THE FIFTH GRADE STUDENTS OF SD NEGERI 01 JETIS, JATEN, KARANGANYAR

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

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APPROVAL OF SUPERVISOR

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MOTTO

“Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning”

(Albert Einstein)

“We must use time wisely and forever realize that the time is always ripe to do right”

(Nelson Mandela)

“Thinking is the talking of the soul with itself”

(Plato)
DEDICATION

I would like to dedicate this final project to:

- The almighty Allah SWT
- My beloved parents
  - My little sister
  - All of my friends

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PREFACE

First of all, I would like to thank you for Allah SWT who has given everything for me so that I can finish this final project. I also would like to say thanks to all people who give support and guidance in finishing this final project.

This final project was made based on the job training in SD Negeri 01 Jetis, Jaten, Karanganyar. This final project is entitled “The Techniques of Teaching English Reading to the Fifth Grade Students of SD Negeri 01 Jetis, Jaten, Karanganyar.” This final project report explains the techniques of teaching English reading, the problems of applying some techniques in teaching reading, and the solutions of the problems faced in teaching reading.

The writer realizes that this final project report is far from being perfect, therefore the writer needs suggestions and advices to improve this final project. The writer hopes that this final project will be beneficial for the reader to improve their knowledge about the technique in teaching English reading.

Surakarta, May 2013

The writer

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The writer
ABSTRACT

Nuri Utami Istianingsih, 2013. The Techniques of Teaching English Reading to the Fifth Grade Students of SD Negeri 01 Jetis, Jaten, Karanganyar. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is written based on the job training which has been done in SD Negeri 01 Jetis, Jaten, Karanganyar. The purposes of this final project are to describe the techniques of teaching English reading, to explain the problems of applying some techniques in teaching reading, and to find out the solutions of the problems faced in teaching English reading to the fifth grade students of SD Negeri 01 Jetis, Jaten, Karanganyar.

The writer did class observation before the job training. The writer observed the school, class condition and the way of teaching and learning English. The writer also made a lesson plan before teaching.

There are five stages in teaching English reading to the fifth grade students of SD Negeri 01 Jetis. The stages are: the pre-reading stage, beginning reading, developing reading fluency, increased reading ability and the development of reading interest, and enhancing and refining reading skill.

The writer used some techniques in teaching English reading. They are: question-answer, reading aloud, dialogue, games, intensive reading and translation. The writer applied the techniques into the stages of reading development. In pre-reading stage, the writer used question-answer technique. In beginning reading, the writer used reading aloud and dialogue as the technique. In developing reading fluency, the writer used reading aloud. Then, in the stage of increased reading ability and developing of reading interest, the writer used question-answer and games as the technique. The last stage, enhancing and refining reading skill the writer used intensive reading and translation as the technique in teaching.

Based on the discussion, the writer found the problems in applying some techniques in teaching English reading. When applying reading aloud the writer found two problems, they were: students’ difficulty in pronouncing the English words and spending many times in reading aloud. When applying dialogue, the students forgot to add “s” on the verb. When applying the games, the writer found some of the students did not participate in their group. In applying the translation, the students got difficulty to translate some words in the text. The writer also gave the solutions of the problems. The solutions in reading aloud were rectifying the pronunciation and changing reading a full text became reading some sentences. The solution in dialogue was rectifying directly. The solution in games was applying the additional point and reduction point. Then, the solution in translation was giving the meaning of difficult words.
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