

**IMPROVING READING SKILLS OF THE FOURTH GRADE STUDENTS
OF SD NEGERI SURUH IN THE ACADEMIC YEAR OF 2013 / 2014
THROUGH SIGNS AND SYMBOLS**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



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IMPROVING READING SKILLS OF THE FOURTH GRADE STUDENTS
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THROUGH SIGNS AND SYMBOLS



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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila tertulis bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2014

Penulis



Dwi Priyanti

DEDICATIONS

This thesis is dedicated to:

- Allah SWT, My beloved God who makes me have power, health, and good luck to finish my thesis.
- Muhammad SAW, my first idol in this world.
- My parents and husband, “thanks for your priceless love, support, and continuous prayer.”
- My beloved friends, “thank for your support, guidance, pray, and joy.”

I LOVE YOU ALL

MOTTOS

- ❖ “Therefore, remember Me, I will remember you, and be thankful to Me. And do not be ungrateful to Me.” (Qur’ an, 2:152)
- ❖ “Well done is better than well said.” (Benjamin Franklin, 1709–1790)
- ❖ “Knowing is not enough, we must apply. Willing is not enough we must do.” (Johann Wolfgang Von Goethe)

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Yogyakarta, April 2014.

Dwi Priyanti

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of the Problems	1
B. Identification of the Problems	4
C. Delimitation of the Problems	7
D. Formulation of the Problems	7
E. Objective of the Problems	8
F. Significance of the Research	8
CHAPTER II LITERATURE REVIEW	9
A. Review of Literature	9
1. The Characteristics of Young Learners	9
a. Attention Span	9
b. Learning by Doing	10
c. Cognitive Characteristics	10
2. The Principles of Teaching to Young Learners.....	11
3. Teaching English to Young Learners.....	14
4. Teaching English to Young Learners in Indonesia	16

5. Reading Skills	17
5.1 Definition of Reading	17
5.2 How to Teach Reading to Young Learners.....	18
5.3 Teaching Reading to Young Learners.....	19
a. Reading Aloud	20
b. Silent Reading	21
6. Pictures to Young Learners.....	22
6.1 Definition of Signs and Symbols.....	
6.2 Pictures as Media in Teaching Reading to Young Learners.....	22
6.3 The Advantages of Pictures for Teaching Reading	23
6.4 Types of Pictures for Teaching Reading	24
7. Signs and Symbols.....	25
7.1 Definition of Signs and Symbols.....	25
7.2 The Signs and Symbols as Media in Teaching Reading to Young Learners.....	26
7.3 Types of Signs and Symbols for Teaching Reading to Young Learners	27
B. Related Studies.....	29
C. Theoretical Framework	30
CHAPTER III RESEARCH METHOD	35
A. Research Design	35
B. Subject of the Research	35
C. The Target Community Setting	35
D. Place and Time of the Research	35
E. Research Instrument	35
F. Procedures of the Action Research	36
1. Reconnaissance	36
2. Planning	36

3. Implementing and Observing the Actions	37
4. Reflection	37
G. Data Collection Techniques	38
1. Observation	38
2. Interview	38
3. Pre-test and Post-test	38
H. Data Analysis	39
1. Assembling the data.....	39
2. Coding the data.....	39
3. Comparing the data	39
4. Building interpretations	40
5. Reporting the outcomes	40
I. Validity and Reliability of the Data	40
a. Validity of the Data	40
b. Reliability of the Data	42
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	44
A. Reconnaissance	44
1. Identifications of the Field Problem	44
2. Determining Actions to Solve the Field Problems	47
B. Planning	49
C. Implementing and Observing the Actions	53
1. Report on Cycle 1	53
a. Actions and Observation	53
1. Implementing the Signs and symbols to Improve Children's Reading Skills in the First Meeting	53
2. Implementing the Signs and symbols to Improve Children's Reading Skills in the Second Meeting	56
3. Implementing the Signs and symbols to Improve Children's Reading Skills in the Third Meeting	59
b. Reflection	61

2. Report on Cycle 2	64
a. Planning	64
b. Actions and Observation	67
1. Implementing the Signs and symbols to Improve Children's Reading Skills in the First Meeting of Cycle 2	67
2. Implementing the Signs and symbols to Improve Children's Reading Skills in the Second Meeting of Cycle 2	70
c. Reflection	73
d. General Finding	76
D. Discussion	78
CHAPTER V CONCLUSION, IMPLICATIONS, AND	82
SUGESTIONS	
A. Conclusion	82
B. Implications	83
C. Suggestion	84
REFERENCES	86
APPENDIX A: COURSE GRID	89
APPENDIX B: LESSON PLANS	100
APPENDIX C: INSTRUMENTS	126
APPENDIX D: FIELD NOTES	130
APPENDIX E: INTERVIEW TRANSCRIPTS	137
APPENDIX F: SCORES ON PRE-TEST AND POST-TEST	149
APPENDIX G: STUDENTS ATTENDANCE LISTS.....	151
APPENDIX H: OBSERVATION CHECKLIST ON THE TEACHING AND LEARNING PROCESS	153
APPENDIX I: LEARNNG RESOURCES.....	164
APPENDIX J: PHOTOGRAPHS	177
APPENDIX K: <i>SURAT IJIN PENELITIAN</i>	181

LIST OF TABLES

Table 1: The Problems Related to the 4 th Grade Students' Low Reading Skills at SD N Suruh	46
Table 2: The Problems Related to the 4 th Grade Students' Low Reading Skills at SD N Suruh that Needed to be Solved Soon.....	47
Table 3: The Solvable Field Problems and the Actions.....	50
Table 4: The Conclusion of Action Done in Cycle 1 and the Recommendation for Cycle 2	63
Table 5: The Solvable Field Problems and the Actions	65
Table 6: The Change After the Implementation of the Actions.....	76

LIST OF FIGURES

Figure 1.	Theoretical Framework	33
Figure 2.	The example of course grid	51
Figure 3.	The children do the reading task by matching the signs and symbols with the definition in pairs.....	54
Figure 4.	The children arrange the jumbled word.....	55
Figure 5.	The children stick the sign and symbol on the grey board.....	55
Figure 6.	The children do the reading task by matching the traffic signs with the definition individually.....	57
Figure 7.	In group, the children read the instruction and stick the traffic signs on the map.....	58
Figure 8.	In group, the children do a matching game by sticking the signs and symbols on the pictures of public places based on the instruction.....	60
Figure 9.	In pairs, the children do the reading task by filling the blank.....	68
Figure 10.	Children play “snake track” game.....	69
Figure 11.	The reading task use in the practice stage.....	71
Figure 12.	The children do the reading task individually.....	71
Figure 13.	The “snake track” game use in the production stage.....	72

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ABSTRACT

The research was aimed at improving the fourth grade students' reading skills of SD N Suruh in the academic year of 2013/2014 through signs and symbols.

The study was action research. The research was done in two cycles. Cycle 1 was conducted in three meetings and Cycle 2 was conducted in two meetings. The subjects of the research were the fourth grade students of SDN Suruh, the English teacher as the collaborator, and the researcher. The steps of the research were reconnaissance, planning, action, observation, and reflection. The data collection techniques were observations, interviews, and tests. Hence, the data were in the form of field notes, interview transcripts, and students' reading scores. In analyzing the data, two methods were used. The qualitative data were analyzed in five steps, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data in the form of pre-test and post-test scores were analyzed by comparing the mean scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of the research showed that the use of signs and symbols improved the students' reading skills. The students recognized the words easily, understood the meaning of the signs and symbols, and comprehended the content of the text. Based on the quantitative data reading skills increased. The students mean scores increased from 49.52 to 66.4. Moreover, the use of signs and symbols also improve the students' motivation, participation, and vocabulary mastery.

Key words: Signs and Symbols, Reading Skills, Fourth Grade Students

CHAPTER I INTRODUCTION

A. Background of the Problems

The teaching and learning of English in elementary school provides English language competencies in the golden age, the age that children can learn anything and can memorize anything easily. In many countries, English is now compulsory in primary as well as secondary education, whilst English for pre-school learners is also increasingly common. In many countries, English now has started as the primary sector. While primary ELT in the state sector is not yet widespread, or parents wish to supplement the work of state schools for whatever reason, private schools flourish (Brewster et al., 2003:2).

Hence, English skills for young learners can be developed when both parents and educational authorities work together. Formally, children learn English in the school to increase their skills in the educational area. Besides, outside they can learn English from their parents and the environment around them informally.

In Indonesia, English was introduced to Elementary School in 1994, in line with the government's plan on the nine-year basic education. Although, English has been removed from the subject list of elementary school, some schools still have it as a local content subject.

So far there has been a consideration to teach English for young children. Governments and some private schools all over the world have decided to introduce English at primary level (Brewster, et al., 2003:1).

Teaching English to children is very important because it encourages children to be ready and self-confident in learning English in higher levels. In relation to this, the teaching English for children should be interesting. Besides, to make children feel confident, the materials should be delivered through enjoyable activities, like using colorful pictures and playing games.

In learning English, children have to learn four language skills. One of the important ones is reading. Reading is an important skill that needs to be developed in children to study a foreign language. Besides, reading is one of basic skills which every foreign language learner must possess in order to succeed in their learning. In addition, children have to learn reading because in their daily's routines they may find out any printed word or sign that they must read. So they have to learn how to read them fluently, decode unfamiliar words and comprehend texts. On the other hand, it goes without saying that children must be aware of letters and words before they can learn to read. Children hear language all around them and even see words printed in books and on signs, but they do not always make the connection that a group of letters forms a word that has meaning.

The teaching of reading skills in some elementary schools begins in the fourth grade. In this level children learn how to pronounce every word. In this case, they do not learn silent reading because children under ten years, they still learn to read with reading aloud. Besides, in this level they begin read alphabet,

sign, or familiar word that students can find, use, or listen in their everyday life. Children in elementary school learn single words not long texts, because long texts are too difficult for them in their early reading. Therefore, reading to young learners should be presented as attractive as possible so that children can learn more enthusiastically, can enjoy and understand the materials.

In the primary level, children learn reading from the bottom like phonics and decoding words. However, the teaching and learning technique in some schools is different. Most teachers teach reading using long text. Actually, a long text should not be used in the elementary school because children at eight to ten began learning letter, word, phrase and/or sentence. For children, reading full or long texts is too difficult because they cannot understand the content and the meaning of the text.

Based on the classroom observation on October 5th, 2013 and the interviews with the English teacher, there were some problems in the English teaching and learning process of reading in grade IV. First, children lacked motivation in reading. Some children were active but most of the children were passive. Second, the teaching and learning activities in the class were not varied. The teacher usually asked the children to read the texts and then answer the questions based on the text. These made them easily get bored. Third, it was related to the media. The English teaching and learning process of reading was done through the use of minimum media such as a blackboard and chalks. The use of media such as pictures, flash cards, story books, and comics were rarely used so that the children did not get adequate media use to support their comprehension in

reading. Fourth, the classroom circumstance did not support the teaching and learning process. The last, the reading classroom management was not well organized. All these situations indicated that the English teaching and learning process of reading in the fourth grade of SDN Suruh was not effective and it led the children mastery of reading skills.

After having some discussions with the English teacher, the researcher thought that efforts needed to be done to improve the children's reading skills at grade four. The researcher suggests the solution that is using pictures for teaching reading. Pictures may not help children to master reading, but it can be one of the strategies used by teacher to teach reading for children in the primary level. It is because in this level, children start to use a variety of clues, even pictures or signs and symbols, during the reading process. For example, children see a symbol or a sign with pictures of a man or a woman on it. Unconsciously, they will use that information to help them read the symbol. In this case, children will not expect a lot of unrelated words because that would not make much sense. Hence, the process of reading has already been put into process simply by noticing the pictures. It's become one of easier strategies that teacher can use to teach children in the primary level to improve their reading skills. Therefore, signs and symbols in the teaching and learning process will be one of the solutions to improve children's reading skills.

B. Identification of the Problems

Based on the classroom observation and the interviews with the English teacher, there were some problems in the English teaching and learning process of

reading in the fourth grade of SDN Suruh. Those problems showed that the teaching and learning process of reading was not effective. It led to the low of mastery of the students' reading skills.

The first problem was related to the children's motivation in reading. Some children were active but most of the children were passive. They tended to make noise in the class more than to listen to the teacher's explanation. They did not pay attention to the lesson. When the teacher asked them to read a text they shook their hand, and kept silent. They were often shy and afraid of making mistake. This problem was related to the materials that were used in the class. It seems that the materials which were used by the teacher to teach English were taken only from a textbook and *LKS (Lembar Kerja Siswa)* without adding and adapting materials from other sources. The materials were not well presented. They were not interesting and did not encourage children to improve their motivation in reading. There were lack of pictures, the texts were too long, and the vocabulary was quite difficult for the children. Therefore, most of the children spent their time to chat with their friends or do activities which were unrelated to the material.

The second problem was related to the reading activities in the class. In the English lessons, interesting reading activities were not provided. The teaching and learning activities were not varied. There were only explanation and exercise activities in the classroom. The teacher usually gave a text to the children and then asked them to listen to her explanation. After that, she asked some students to read the text. It seemed that the children read the text but they did not understand the

content and the meaning of the text. Then, the children did the task that was related to the text. The children usually worked individually. They were rarely organized to work in pairs. Furthermore, they were never organized to work in groups. As a result, the children's interaction and cooperation in the teaching and learning activities were low. It caused the students to feel bored easily during the teaching and learning process.

The third problem was related to the media. There was lack of media for the teaching and learning process of reading. The teaching and learning process was done through the use of minimal media such as a blackboard and chalks. The children did not get adequate media used to support their comprehension in reading. The use of media such as pictures, flash cards, story books, and comics were rarely used. Because of the lack of the teaching techniques and learning media, the teacher could not attract the children's attention to her explanation.

The fourth problem was related to the classroom circumstance. The classroom circumstance did not support the English teaching and learning process of reading. The children did some activities that made the classroom become uncomfortable. They disturbed their classmates and talked with other classmate. Moreover, some of them ran around the class and other children were in and out in the class. However, the teacher often did not do anything to control the children when they made noise.

The last problem was related to the reading classroom management. During the teaching and learning process, there were some children who provoked their classmates to make some noise and do activities that were unrelated to the

materials. Some students moved around the class during lessons. Some students in the back row did not pay attention to the lesson because they were busy with their own activities, such as talking to each other and drawing something. The teacher had difficulty in controlling the children so that the other children could not learn well in the class.

C. Delimitation of the problems

It was impossible for the researcher to overcome the entire problems in the teaching and learning process of reading. Therefore, the researcher and teacher agreed to focus the study on the efforts of finding ways to improve the reading skill through signs and symbols for the fourth grade students at SD Negeri Suruh, Dlingo, Bantul in the academic year of 2013/2014 through action research. The signs and symbols that would be used in this research were designed for reading activities.

D. Formulation the Problems

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and delimitation of the problem, the problem is formulated as: How can signs and symbols be applied to improve reading skill for the fourth grade students at SD Negeri Suruh, Dlingo, Bantul in the academic year of 2013/2014.

E. Objective of the Problems

As mentioned in the formulation of the problem, this study aims to improve the reading skills for the fourth grade students of SD Negeri Suruh, Dlingo, Bantul through signs and symbols.

F. Significance of the Research

The significances of the study in this research are to give contribution to the language English teachers, the English Education of Department, English education students of Yogyakarta State University, and researchers. The expected contributions are to:

a. The English Teachers in Elementary School

To the English teachers, especially teachers who teach in elementary school, it is expected they can get more information about the ways to improve the teaching and learning quality in teaching young learners.

b. The researcher herself

This study is expected to increase her awareness of the contribution of pictures to improve the students' reading skills in teaching and learning processes and gives the experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. The Characteristics of Young Learners

Children have unique characteristics which differentiate them from adults. Some experts have identified their characteristics such as presented below.

a. Attention Span

One of the main differences between adults and children is attention span. It is an extent to how long the person is able to hold full attention in a teaching learning process to get the long concentration (Brewster, *et al.*, 2003:28). At this point, attention span is related to the concentration that influences children to develop their ability. It is generally connected to the age of the person. Children around nine to ten have attention span of 30 to 35 minutes. They have the characteristics of getting bored easily, like to move, and cannot concentrate for the long time. Children can be categorized as having a short attention span.

In addition, a short attention span happens when children get uninteresting materials. The useless materials and too difficult to understand, and the boring activities become the main problems in the children's attention span (Brown, 2001:88).

Hence, the teacher should give interesting and fun activities. It can be done by giving interesting materials and some activities that can build up the children's motivation, like quiz and game that are related to the materials.

b. Learning by Doing

Children have a lot of physical energy and often need to be physically active (Brewster *et.al*, 2003:27). Teachers can help them to discover the concept of language by themselves by involving their body. Games and class projects are the activities which are appropriate for them, the activities can engage them in the teaching and learning process.

Moreover, Brown (2001:89) states that children will attend very sensitively to their teacher's facial features, gestures, and touching in learning. Therefore, children's understanding comes not only from explanation but also from what they see, hear, touch and interact with. It means that teachers need to accompany their explanation about language concepts by using sensory aids to help children internalizing concepts. For example, the children are asked to learn by doing activities related to the signs and symbols, and audiovisual aids like pictures and music.

c. Cognitive Characteristics

In the cognitive aspect, Scott and Ytreberg (2004:3) state that children, especially in the age of 8 to 10 years old, can form basic concepts to view the world, namely telling definite views about what they like and do not like. It means that the children in these ages can easily express their choices. Furthermore, they can actively negotiate about what need to behave and what they need to learn. Therefore, teachers need to be democratic by listening to and respecting their opinions during the lesson. It is important for the teacher to manage the classroom environment which facilitates their opinion about the lesson. For example, in the

topic about public places, the teacher gives the students some activities related to the public places. As the result, the teacher-student interaction can be developed effectively.

Additionally, children's cognitive development to learn language is influenced by their environment. According to Piaget in Cameron (2001:7), children interact with their environment in order to actively construct knowledge. In addition, Vygotsky in Cameron (2001:9) states that they can learn better with adult, a person that is more skilled than the learner. It means that teachers are the adults who can help them to develop their cognition. By the support of the teacher, children can grasp the metalanguage to describe and explain linguistic concepts.

Based on the explanation above, it can be concluded that young learners learn best when they enjoyed the lesson. However, they have very little attention span, just like the fourth grade students of SD N Suruh, Dlingo, Bantul. Besides, they lost interest quickly and get bored easily during the activities. Concerning those characteristics, the techniques to build up the children's motivation, to grow up the children's self confidence, and to build up the children's interest are very important to improve their reading skill. Therefore, a teacher needs to make the teaching as learning process more interesting as in the students' daily life so that it can motivate them to learn English.

2. The Principles of Teaching English to Young Learners

Teaching English to children is different from teaching English to adults since they have different characteristics. To fit their characteristics, the principles

of teaching English to children should be different from teaching English to adults.

Stern in Brown (2001:50) gives some arguments to recommend foreign language teaching principles based on the first language acquisition. The points are presented below.

First, when children learn a foreign language, they need a lot of practice. They need to repeat things many times as what they do in their first language. Second, a teacher should be a model so that children have a good understanding. The teachers' action and behavior become the example in the teaching and learning process for children. Third, foreign language learning is started by practicing the separated sounds, then words, then sentences. That is the natural order that is right for language learning. Fourth, the right order in presenting language skills is like what happens in children's language development, for example, reading skills. Fifth, the right order of the first and second language learning is listening, speaking, reading and writing. Sixth, it is not necessary to use translation in foreign language learning. When children learn a first language, they can do it well without translation. They should be able to learn the foreign language in the same way. Seventh, it is not necessary to use grammatical conception in learning the foreign language. A little child simply uses language and does not learn grammar explicitly.

The arguments above show that first and second language learning have a relationship in the process and condition. The comparison of the process and condition between the first and second language learning indicates that there are

certain principles which a teacher needs to be aware of (Brewster, *et al.*, 2003:39-40). The principles are summarized below:

First, children are excellent observers who can understand their first language from body language, intonation, gestures, facial expressions, social context and the language itself. To help the children use these skills, teachers can provide visual supports and ensure that language learning is contextualized. Second, in learning their first language, children often repeat words and phrases and repetitions stop when they feel that they have learned the words and phrases. It is important for teachers to include repetitions with variety but they should pay attention to children's reaction to know the time to stop. Third, children have used their hypothesis-testing skills in acquiring their first language. Teachers can provide inductive exercises in the second language but the language should be contextualized and motivating. Fourth, children are good in guessing and predicting. Teachers can help the children to practice this skill for learning to learn. Fifth, children love to talk even if they do not know much the language. They should be encouraged to do the same things in learning a second language. Teachers should give a lot of opportunities for meaningful communication activities. Sixth, providing supports and challenges in language learning should be balanced. Over-guided language work makes it too easy but too difficult work can make the children unmotivated. Seven, children tend to be good risk-takers in the learning of the first language. The willingness to take risks should be encouraged. Teachers should avoid giving too much correction and creating strict atmosphere in the teaching and learning process.

It is important that teachers provide materials and activities that are appropriate with the children's capabilities. Teachers can apply these principles to make sure that they do not underestimate the children. It is because children do not come to class empty-handed, but with some experiences. They can do more than what the teachers' think they can. However, teacher should not overestimate beyond their ability, it will discourage them in learning.

3. The Teaching English to Young Learners

In learning foreign language children learn better than older. It is more easily to memorize for them what they have seen and what they have heard because they still have long memorization. Hence, English should be learned earlier. According to Brewster, *et al.* (2003:1) the young children learn languages better and more easily than older do. It is because they learn all the time and always ask anything that they have seen.

However, children also have short attention span and a lot of physical energy. Besides, children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (2004) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times."

In relation to Brewster, *et al.*, Harmer (2008:38) adds that young learners especially those up to the ages of nine to ten, learn differently from older children, adolescents, and adults. Children learn a foreign language through playing and talking things with adults. It is because at that age they are active in the all activities and their learning, especially when they learn new matter.

Foster-Cohen (1999:95) supports Brewsters' statement, he proposes the children somehow 'picked the language up' from hearing it and from being spoken to. These issues are what a teacher should consider to maximize the learner-learning centered in the English classroom.

On the other hand, the young learners should have fun with English. Hence, to teach English to young learners the teachers should have some techniques and styles so young learners would not get bored easily. Children, in their primary age, learn with their own styles. Piaget in Pinter (2006) argues that children are 'active learners and thinkers'. Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. Moreover, Vygotsky in Pinter (2006) states that the children learn through social interaction. Children construct knowledge through other people, through interaction with adults. Adults or teachers work actively with children in the Zone of Proximal Development (ZPD) _the difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance.

In conclusion, the young learners learn English better and more easily than the older one. It is because in their golden age, children can learn everything faster than older from what they have seen around them and what they have heard in their daily life. Teaching English to young learners should be different in some case. It should be fun and interesting. Besides, children in the primary level never choose the specific foreign language, they only learn from what they should learn.

In the other hand, children are as active learners and thinker when they learn foreign language. They also learn English through interaction in their community.

4. The Teaching English to Young Learners in Indonesia

English to young learners, in some elementary schools in Indonesia, had been taught since the children in the first grade. It was to introduce English to children earlier. According to Supriyanti (2012:162) the English in Indonesia started in 1994 in which it has the position as the local content subject in the elementary schools. Furthermore, English has then been part of the children in their daily routines in many different ways. In the major cities, the children might enjoy their English lessons because they have the qualified teachers who know English and how to teach it to young learners; they have appropriate and interesting materials as well as appropriate techniques to learn by. The case is quite different for the children of the less privileged areas where access to qualified teachers, appropriate materials and fun learning is almost impossible. These children have to be content with teachers with no English or child teaching background who are hired because it is only them who are available.

It is clear that in Indonesia most schools have no qualified teachers who focus on English, especially English for young learners, and how to teach young learners study the foreign language. Actually, English for young learners should be delivered to children through fun activities and interesting media, but some teachers did not do that. It is because there are some English teachers in the Elementary school who have no qualification as English teachers.

The teaching of English to children has the biggest problem from the aspect of its human resources. Pre- service trainings for teachers of English for young learners so far has not been included in the system of teacher education in Indonesia. If there are English teachers qualified for teaching children, obviously this is only the side effect of some training in the universities which mainly produce teachers for Junior and Senior high schools. After 14 years, the primary English in Indonesia is still not taken seriously due to its position in the curriculum, but it needs to be considered that the inappropriate teaching can endanger the further learning in the higher levels when English is a compulsory subject (Supriyanti, 2012: 162).

In addition, Supriyanti (2012:162) also states that the place of English in the Education system in Indonesia officially is not prestigious. There is no need to be any objection, but the English teachers still should struggle for educational equity across the country. The children in Indonesia have similar opportunities to learn English.

5. Reading Skills

5.1 Definition of Reading

In general, reading is a process which is carried and used by readers to get the message that the author deliver through the media of words or written languages. Linse (2005:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. Hence, the teachers must be aware and understand that reading is a complex and difficult skills which involved a series of skills that are smaller, especially to teach reading to young learners.

Furthermore, Celce-Murcia (2001:119) states that reading skill is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words, and understand what the author's intention was. According to Mikulecky (2008:1), reading is defined as thinking process which is done consciously or unconsciously. Reading involves the use of strategies to reconstruct the meaning of written language or the reading text in order to achieve the purpose. One of the strategies is relating the reading text with the reader's background knowledge. Uruquhart and Weir in (Grabe, 2009:14) states that "reading is the process of receiving and interpreting information encoded in language from the media of print."

From explanation above, it can be conclude that reading is an activity of receiving information through some stages of thinking process such as decoding, interpreting, and understanding written text of receiving information, reading is considered receptive skill.

5.2 How to Teach Reading to Young Learners

Reading to children is to introduce symbol, single word, phrase or a sentence. Hence, children should learn reading earlier when they were in the golden age. In this case, Linse (2005:71) argues that teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.

Reading is not an activity that makes young learners get bored easily if it is taught by varied media and used more techniques. Besides, to children, learning

to read can be a wonderful adventure when it is taught by using appropriate methods. There are two appropriate approaches that are used in teaching reading, whole-language approach and phonic language approach. Furthermore, it is also important to look at whole-word approaches as a separate category that usually use at the beginner of Asian EFL classes (Paul, 2003:85).

5.3 Teaching Reading to Young Learners

Teaching reading to young learners, in this case in learning a foreign language will be successful if children have learned well reading in their first language. Cummins in Brewster, *et al.* (2003:110) states that the development of English skills in foreign language is greatly assisted if pupils have developed strong reading skills in their first language.

Meanwhile, to support Cummins's statements Scott and Ytreberg (2004:49) argue that many five to ten year olds are in the process of learning to read in their own language. Whether or not they have mastered the skill in their own language, and whether or not their own language is written in the Roman alphabet, will have an effect on the initial stages of teaching reading in English.

On the other point, in teaching reading to young learners, phonics is one of the important approaches that is used in the classroom. Phonics is a study of the component parts of words and the sounds made by letters in combination with one another. Hence, sounding out the words as the student speaks by remembering the sounds made when letters are in certain positions is a phonetic approach to learning how to read. In addition, the whole language approach does not seek to

study the component parts of words; instead the whole word is viewed, voiced and remembered in the context of its usage.

In addition, Paul (2003:88) argues that phonics is a very technique for giving the children a confident, positive, an adventurous approach to reading and writing when used actively. Phonics can give children the confidence to explore the world of English with a willingness to take risk and learn from mistake.

Since young learners are the active ones in some ways, teaching reading for them should be different and more attractive. In addition, there are two types of reading techniques. They are reading aloud and silent reading.

a. Reading Aloud

According to Scott and Ytreberg (2004:57-60) reading aloud is not recommended to teach reading because it can gives little pleasure and is of little interest to the listeners. It also encourages stumbling and mistakes in tone, emphasis and expression. Furthermore, it may be harmful to the silent reading techniques of the other pupils and a very inefficient way that the teacher used in the teaching and learning of reading.

However, reading aloud can be a useful technique in the teaching and learning when used slightly differently. For example, when reading aloud was taught by using interesting media and the students did their reading activities individually, in pairs, or in groups. It can be a technique for teacher to check the children's pronunciation effectively (Scott and Ytreberg, 2004:57).

b. Silent Reading

Scott and Ytreberg (2004:60) argue that silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that all children will love book. However, learning reading from the beginning will help children in the future. It can build their attitude to book and reading, because there are so many advantages when children read early.

In teaching reading to young learners , self-confidence is the one way to improve their skills. When children feel confident, they will be easier to do the activities related to the lesson, in this case is silent reading. Scott & Ytreberg (2004:60) state that there are some ways to build up the children's confidence in silent reading.

First, the teachers give the children all stories that they have listened. Then, they give two minutes to see the children's understanding. After the children read the story, tell again the story in the mother tongue, asked and then cleared the children's difficulties. Finish the story when the children are at the leisure.

Second, the teachers give the children only half the story, and discuss what happens next in the mother tongue. Tell children that there are many possible different endings. Then let them read the rest of the story to see if they were right. Good stories put the children in the mood of wanting to know what happens next. The last way is that the teachers give the silent reading as the starting point for role play for the whole class or smaller group for the children of eight to ten year olds.

From the statement above it can be concluded that teaching reading to young learners should be interesting and make students confident. Teaching reading for children is to introduce letter, word, phrase, and/or sentence. There are two appropriate approaches that can be used in teaching reading to young learners, whole-language approaches and phonic language approaches. Learning reading to young learners can be successful if they can read their first language well. It is because children who learn first language better, they know the key concept to learn reading in the foreign language.

6. Pictures to Young Learners

6.1 Pictures as Media in Teaching Reading to Young Learners

Teaching and learning process can be successful if the teacher delivered the materials through interesting techniques and media. Using pictures can be one of the strategies in the teaching and learning process of reading. Pictures are one of the most popular media that teacher can use in the classroom to develop the children's interest. Pictures can be in the form of large wall pictures. It can be used to show large street map to practice shop vocabulary or to get children giving and understanding direction. Pictures are useful for a variety of communication activities, especially where these have a game (Harmer, 2008:178). In addition, Wright (1989:2) states that "pictures are not just an aspect of method but through their representation of places, objects and people. They are an essential part of the overall experiences we must help our students to cope with".

According to Wright (1989:3) there are some criteria in using pictures as media: (1) they should be easy to prepare; (2) they should be easy to organize in the classroom; (3) they should be interesting; (4) the activity have to be

meaningful and authentic; and (5) the activity should give rise to sufficient amount of language. Wright also adds that pictures contribute to increase the children's interest and motivation, make the children have sense of the context of the language, and pictures can be a specific reference point or stimulus to the children.

6.2 The Advantages of Pictures for Teaching Reading

The following are some opinions concerning the advantages of using pictures. Gerlach and Donal (1980) state that pictures can be used in the teaching and learning of reading because they are inexpensive and widely available. It also provides common experiences for an entire group. Moreover, the pictures can help the English teacher to prevent and correct disconcertion to the students in learning a language. Furthermore, it also offers a stimulus to further study, help to focus attention and to develop critical judgment, and easily manipulated.

In addition, Paul (2003:109-110) adds that the pictures can be used in the teaching and learning process of reading to introduce the themes (i.e. the beach, a park, a playground, a farm, a kitchen, vegetables, and animals), maps (i.e. maps of the world, a country, a familiar city, the area around, the schools, and treasure), and people (i.e. a picture of people like family, artist, or people the children know well). By using pictures the children can learn and memorize the materials easily because it is interesting and more colorful. Moreover, using pictures also help the children to organize the word by puzzle pictures. Furthermore, there are some pictures that show daily lifestyles in various countries around the world,

particularly ones that show children doing the kinds of things, children do all over the world.

Furthermore, Wrights (1989) pictures can motivate the children to take part in the teaching and learning process. They also contribute to the context in which the language is being used. Teachers can bring the world into the classroom (a street scene or a particular object). Next, pictures can also be described in an objective way or interpreted or responded subjectively by learners. Pictures and cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation, discussion, and storytelling.

6.3 Types of Pictures for Teaching Reading

There are a lot of pictures that teachers can use to teach English for young learners. Usually, the pictures which teachers use in elementary school are the simple and colorful pictures, and agree with the material. According to Wright (1989:193-203) there are various kind of pictures that teachers can use in line to the material, it includes:

- a. Checkchart for pictures
- b. Pictures of single objects
- c. Pictures of one person
- d. Pictures of famous people
- e. Pictures of several people
- f. Pictures of people in action
- g. Pictures of places
- h. Pictures from history
- i. Pictures with a lot of information
- j. Pictures of the news
- k. Pictures of fantasies
- l. Pictures of maps and symbols
- m. Pairs of pictures, etc.

From all types of pictures above, signs and symbols is one of the appropriate pictures that can be used to improve the children reading skills. The signs and symbols can be found at all the places in their daily routines so that the researcher uses signs and symbols in the teaching and learning process of reading for the fourth grade students of SD N Suruh.

7. Signs and Symbols

7.1 Definition of Signs and Symbols

A sign is a stimulus pattern that has a meaning and a symbol is a sign, emblem or an image, letters or characters on the writing. The differences between them are in *how* the meaning happens to be attached to (or associated with) the pattern (Peirce in Port: 2000). On the other words, a sign can be described as an indicator, a clue, hint, reminder, gesture or a cue and it refer to objects in a more literal way, such as pointing something out or standing for something, while a symbol is something that represents something else through association or resemblance.

Moreover, in Longman Dictionary Sign is a piece of paper, metal, or wood with words or a picture that gives people information, warnings, or instructions while symbol is a mark or shape that has a particular meaning or represents a particular organization or idea. Furthermore, symbols are images that represent words or concepts and help the children visualise the meanings of words. Sometimes it is hard to remember the meanings of new and difficult vocabulary, and with symbols the children can be sure they are using the right word. They support children at many different levels (Widgit, p.2).

It can be concluded that sign and symbol are something that represent something else in certain context. Signs and symbols have been shown to help many children and young people in school who struggle with reading or understanding to support learning and communication for children in mainstream schools. Moreover, the use of signs and symbols also helped teachers in improving behavior and motivation, creating greater independence and giving access to the curriculum and learning.

7.2 The Signs and Symbols as Media in Teaching Reading to young learners

In teaching English, pictures used in the classroom should be related to the context. In the fourth grade student, they begin to learn letter, word, phrase, and/or sentence. The success of teaching reading depends on the techniques, materials, and media that are used in the classroom. Reading for young learners can be introduced, by using signs and symbols as media because they can be found every day.

Signs and symbols can be seen nearly everywhere such as in the schools, in the streets, or in other public places. Each sign or symbol tries to tell something for everyone, some of them are also signs of warnings, directions, instructions, etc. According to Wright (1989:200), symbols can be found in the road traffic booklets, holiday brochures, etc. The general things of signs and symbols are to talk about the meaning, the readers' understanding, what the readers should do and do not, what the reader have got, and what the readers can do/see/get there. Signs and symbols can be used in some activities, for examples in the challenge sequence by using pictures sequence and dramatic pictures, contributing to the

world of the class to introduce the meaning of symbols and to make the children familiar with signs and symbols. Similarly, there are many such symbols which people put up everywhere, but since some people are not aware of these symbols, they overlook them. There are many symbols put up in the public places e.g. sign or symbol of smoking and no smoking area, toilet for men and women, exit-entrance in the door, safety symbol, etc. Mostly, symbols have an interesting and colorful picture.

Moreover, Slater (2005:1) states about using symbols in communication context. Signs and symbols are the most important part of the communication board and it often used to express a complete thought or a partial phrase. Telegraphic is the one of the communication board and it will probably be necessary to teach the symbols in the teaching and learning process. Furthermore, signs and symbols are also used in isolation for request (PECS), to sequence an event or project, or to represent schedules.

Based on the explanation above, it can be concluded that the pictures in the English teaching and learning to young learners is one of the media that can be used in the classroom to improve children's reading skills. There are some kinds of pictures that can be used in the reading activities; one of them is signs or symbols. Signs and symbols are very common in real life and it can not be separated for our daily life. Everyday children can see and find the signs and symbols around them. It make them are familiar with the signs and symbols. So it will be very useful for them to know the meaning of the signs and symbols. Moreover, using the symbol, it is expected that the children can be more interested

in learning reading, and have fun during the lesson, and enjoy the materials, so that their reading skills can improve.

7.3 Types of signs and symbols for teaching reading to young learners

There are many symbols associated with public places and something to learn that everybody, including children, should know. The signs and symbols that children should know such as toilet symbol, no smoking sign, entrance-exit sign, school symbol, hospital symbol, etc. In stocksigns, 2012 there are some types of signs and symbols based on BS EN ISO 7010. Types of signs and symbols are as follow:

1. Safety symbols, they includes:



No smoking area



Smoking area



Fire extinguisher



No mobile
Allowed

2. Symbols in public places and symbols of public places



Toilet for women



Toilet for men



Entrance



Exit



Restaurant



Hospital



School



KEEP CLEAN

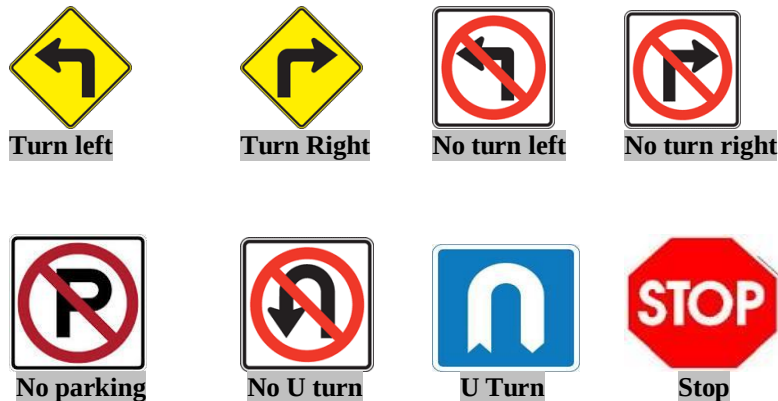


NO FOOD
OR DRINK



BUS STATION

3. Traffic signs



B. Related Studies

Peskova (2008) in her research find that pictures serve for illustration, develop learners' imagination, and make the learning process more interesting and entertain at the same time. Based on her research, pictures can be used in the teaching and learning process because pictures are ideal for reflecting the reality. Especially photographs are in authentic source, which truly illustrates a situation or an event, portrays a person, etc. Furthermore, the pictures draw the learner's attention, whether in books or while listening to teacher. In addition, the pictures offer various opportunities of activities, especially based on practicing all four language skills, and have an entertaining element which can be exploited by various games.

Moreover, Apriyanti (2012) in her thesis concludes that pictures in the English teaching and learning could help the children's to comprehend the lesson, give more opportunitites to the children in memorizing vocabulary and implement the new words from the lesson. Furthermore, pictures can direct and maintain the children's attention during the English teaching and learning process. Moreover, it

also can make the students enjoying the English lesson since it became more interesting.

Furthermore, Joklova (2009) argues that pictures do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things. They understand the greater effect on words retaining. This effect is further amplified if they are combined with other tools such as songs or sense relations. This is especially true for competitions and puzzles. The distinctiveness of pictures also makes them more memorable, e.g. when the pictures are personified (drawn by students themselves or by the teacher), funny or somehow catchy.

Madigan (2005) in her study writes that symbol communication benefits a diverse range of children, not only those with EAL (English as an Additional Language). It also has the potential to impact significantly upon communication between practitioners and parents with EAL. Symbols were initially used for visual timetables, choosing activities and to support simple instructions. Benefits identified included: reduced frustration and improved behaviour due to understanding of setting routines; better attention levels; providing a means by which children can initiate communication and also make choices and support for language acquisition. These benefits were not proven to be due entirely to symbol communication.

C. Theoretical Framework

In learning English, children have to learn four language skills. One of the important ones is reading. Reading is an important skill that needs to be developed

in children to study a foreign language. Besides, reading is one of basic skills which every foreign language learner must possess in order to succeed in their learning. In addition, children have to learn reading because in their daily's routines they may find out any printed word or sign that they must read. So they have to learn how to read them fluently, decode unfamiliar words and comprehend texts. In the other hand, it goes without saying that children must be aware of letters and words before they can learn to read. Children hear language all around them and even see words printed in books and on signs, but they do not always make the connection that a group of letters forms a word that has meaning.

Based on the classroom observation and the interviews with the English teacher, there were some problems in the English teaching and learning process of reading in grade IV. First, children lacked motivation in reading. Some children were active but most of the children were passive. Second, the teaching and learning activities in the class were not varied. The teacher usually asked the children to read the texts and then answer the questions based on the text. These made them easily get bored. Third, it was related to the media. The English teaching and learning process of reading was done through the use of minimum media such as a blackboard and chinks. The use of media such as pictures, flash cards, story books, and comics were rarely used so that the children did not get adequate media used to support their comprehension in reading. Fourth, the classroom circumstance did not support the teaching and learning process. The last, the reading classroom management was not well organized. All these situations indicated that the English teaching and learning process of reading in

the fourth grade of SDN Suruh was not effective and it led to the low mastery of children's reading skills.

Considering that reading skills are important, efforts need to be done to improve the English teaching and learning process of reading at this class. The effort can be done through action research involving the use of signs and symbols as media in the classroom. The signs and symbols that are used in this study are the signs and symbols that can be found in the daily life such as the safety symbols, traffic signs, the signs and symbols that are available in the public places, and the signs and symbols of public places. The aim of using signs and symbols is to improve the children's motivation in reading. The signs and symbols will be supported by games, colorful pictures, and other media that are related to the lesson. By using signs and symbols, it is expected that the children can be more interested in learning reading and the children's disruptive behaviour in the class can be avoided.

The problem and solution in teaching reading for the fourth grade students at SD N Suruh can be seen in the following chart below:

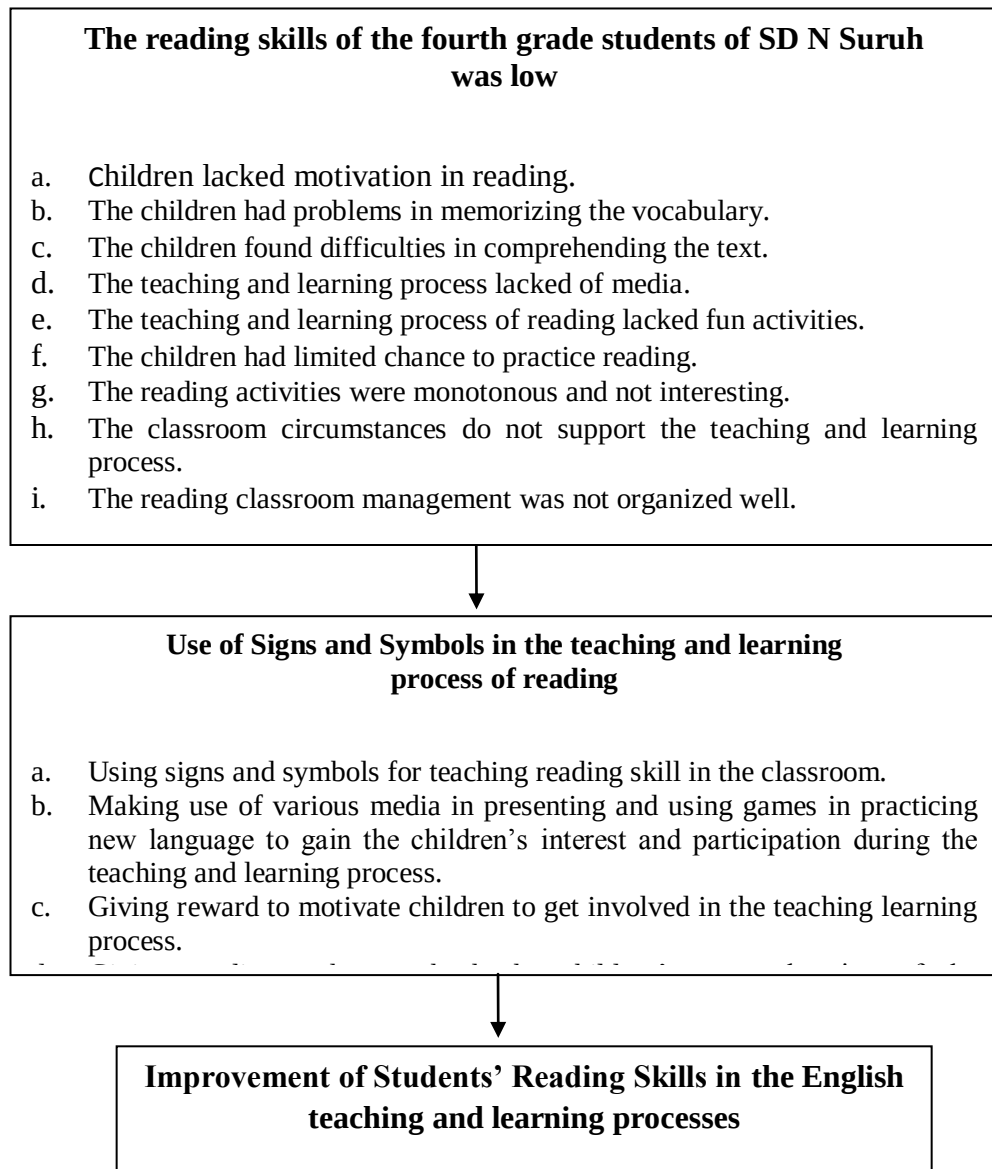


Figure1. Theoretical Framework

CHAPTER III RESEARCH METHOD

A. Research Design

This research was categorized into action research. The aim of the study was to improve students' reading skills through signs and symbols for the fourth grade students of SD N Suruh. It was done collaboratively with the school principal, the English teacher, and the fourth grade students of SD N Suruh. The team worked together in finding the problems related to the students' reading skills, planning the solution, implementing the action, evaluating, and reflecting the effectiveness of the action (Burn: 2010:9).

B. Subject of the Research

The main subjects of this study were children of SD N Suruh, Dlingo who were in grade IV by the academic year of 2013/2014. The class was chosen as the subject because based on the previous observations, the children in this class experienced some problems in learning English. One of the problems was that which deals with the reading skills.

C. The Target Community Setting

The setting of the research was SD N Suruh which is located in Muntuk, Gunung Cilik, Dlingo, Bantul, Yogyakarta. This school has six classrooms, a room for the school principal's office, a teachers' room, a library, a medical (UKS) room, a mosque, field, and a canteen. It also has a toilet for teachers and a toilet for children, and a parking area. There were 25 children in grade IV. There were 9 male children and 16 female children. The ages of children were about

nine to eleven year olds and they were from different family background. In this school, English is taught in 2 x 35 minutes per week. Moreover, this school also has an extracurricular activity, Scout.

D. Place and Time of the Research

This research was done in SD N Suruh with the fourth grade students as the participants. They were those who were in the first semester by the academic year of the 2013/2014.

The research was carried out during the English class which was taught once a week every Saturday at 07.30 a.m. The duration was 70 minutes for every session.

E. Research Instrument

The instruments for collecting the data in this study were a pre-test and a post-test, an observation guide and an interview guide. To get the score in the pre-test and the post-test, the researcher used reading assessment and reading rubric. Reading assessment was used to get the information about the students' reading skills before and after the action was implemented. Reading rubric was used to score the students' reading performance.

Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts of the teaching and learning process. Observation guide was used to find out the existing problem related to the reading skills. Interview guide was used to guide the researcher in conducting interviews with the collaborator and the students. The collaborator was the English teacher.

F. Procedure of the Action Research

The research was conducted by following the actions reseac procedure proposed by Kemmis and Mc Taggart (in Burn, 1999:32-33). It included the following four steps.

1. Reconnaissance

This step was conducted to identify the existing problems and determine the most feasible problem to be solved. In this first step, the conducted classroom observations and interviews with the English teacher as well as the fourth grade students of SD N Suruh. The researcher focused on the students on the problem related to ability of the students in reading. Then the researcher and the English teacher selected some problems that were feasible to be solved. It was to assess the democratic validity in which every participant was given opportunities to give their opinions, feelings and expectations during the research.

2. Planning

In this step, the course grid, the lesson plans, the materials, and research instruments were prepared. The course grids were used as contents of lesson plans. It consists of standard of competence, basic competence, indicators, learning materials, media, and learning activities. The Learning materials consisting of topic, language function, pronunciation, and vocabulary. While the learning activities consisting of practice, presentation, and production. The lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied hand. While the research instrument such as the interview guideline and the pretest scoring rubric and its criteria.

3. Implementing and Observing the Actions

The research implemented the actions that had been planned in the previous step. The actions were implemented in two cycles. Cycle 1 was done in three meetings and Cycle 2 was done in two meetings. At first, the researcher conducted Cycle 1. Based on the reflection of Cycle 1, some weaknesses were found. In that case Cycle 2 was conducted. To find the weaknesses the actions, the researcher, the English teacher as a collaborator observed the teaching and learning process. The researcher also interviewed the children after the actions were implemented. The result of observations, field notes, and interviews were analyzed to know the effectiveness of the actions and to find problems that occurred.

To assess the process validity, the researcher examined the data and identified it whether the students could continue learning from process. It was supported by some data resources that show the process which was valid. To assess catalytic validity, it means that the collaborator and the children were given opportunities to give their response to the change occurred after the implementation of the actions.

4. Reflection

The reflection was done by discussing the problems and the achievement during the implementation the English teacher. The evaluation was focus on whether the implementation actions were successful or not.

The result of the reflection was used as the basis for further planning. The successful actions would be continued in the next teaching and learning process, but the unsuccessful actions would be modified to be more suitable in order to

improve students' reading skill. It was to assess the outcome validity. To assess the dialogic validity, the researcher along with the English teacher as the collaborator reviewed the value of the actions.

G. Data Collection Techniques

1. Observation

The observation was conducted to monitor the teaching and learning process in the classroom while the actions were implemented. With this technique, the data were collected by observing the teaching and learning process in the classroom. The observation sheet was used to help the researcher observing the process. The observation was done for 70 minutes. During the observation, the collaborator was at the back of the classroom taking notes on the class activities in the teaching and learning process. The results of the observations were recorded in the form of field notes.

2. Interview

The researcher interviewed the children and the English teacher about the activities in the teaching and learning process before and after the implementation. The researcher developed some questions as the guideline in the interview but the flexibility related to the responses. It means that the interview were guideline but the researcher was allowed to ask further questions to get more data about the responses. The information was recorded in the interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions were carried out. The pre-test and post-test

were in the form of performance tests. They were used to measure the student's reading skill and the topic taught. The data of pre-test were collected in the form of students' scores. The result of the post-test were calculated and compared with the result of the pre-test.

H. Data Analysis

To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are:

1. Assembling the data

In this step, the data such as field notes, interview transcripts, and so on were assembled. In this step broad patterns were compared and contrasted to see what fit together.

2. Coding the data

This process was to reduce the large amount of data that could be collected to more manageable categories. Recorded data and developed categories of phenomena were scanned. These categories were called code. They enabled the researcher to manage data by labeling, solving, and reviewing it recording to the codes.

3. Comparing the data

After the data had been categorized, the relationships and connections between different sources of the data were identified. This stage aimed at describing and displaying the data rather than to explain or interpret them.

4. Building interpretations

The fourth stage is the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. It enables the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator are needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

5. Reporting the outcomes

The final stage of the data analysis was reporting process and outcomes that were well supported by the data.

Meanwhile, the quantitative data were obtained from children's reading comprehension test. In the analysis process children's reading scores of the pre-test and post-test were compared by using descriptive statistics. It aimed to know about children's learning achievement before and after applying signs and symbols. From the result of the reading test, children's progression level could be identified.

I. Validity and Reliability of the Data

a. Validity of the Data

To validate the data in this research, the researcher applied five validity criteria proposed by Anderson, *et al.* in Burns (1999: 161-162). Those are as follow:

1. Democratic Validity: in this study, a chance was given to the stakeholders (the English teacher as a collaborator and the researcher herself) to give their opinions, ideas, and comments related to the implication of the action research. To assess democratic validity, the researcher conducted interviews with the English teacher, and the fourth grade students of SD N Suruh. In the interview the English teacher and the fourth grade students expressed their views, opinions, and suggestion toward the action done.
2. Outcome validity: this validity depends on the process validity. The outcome validity was assessed when the researcher found that the actions led to the findings that solved the problem. In this case, the objective of the study should be reached. Therefore, the study should improve the children's reading skills at grade four of SD Negeri Suruh.
3. Process validity: the data was collected by doing observation and noted down everything that could be caught by the researcher's sense (Burns, 1999). In this activity, the researcher observed the students' attitudes, classroom condition, and the teaching techniques used by English teaching during the teaching and learning process. The collected data were described on the field note form. In observing the action, it was collaboratively with the English teacher in order to get different perspective to guard against simplistic or biased interpretation (Burns, 1999).
4. Catalytic validity: in this step, the researcher observed the implementation of the actions, made the reflection of the actions, and asked questions to the

English teacher and children of grade four by the changes they had after the actions were implemented.

5. Dialogic validity: the English teacher as the stakeholder gives her critiques and suggestions related to the process of the study (Burns, 1999). For this purpose, the researcher conducted critical conversation with the English teacher about findings and practices. The English teacher as the collaborator gave critiques and suggestions to the actions done in the classroom.

b. Reliability of the Data

In this study, the reliability of the data was gained by giving genuine data, such as the field notes, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

1. Time triangulation: in which the data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about improvement students' reading skills through having pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.
2. Space triangulation: the data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.
3. Theoretical triangulation: the data are analyzed from more than one perspective.

Triangulation is valuable in enhancing validity, but it can pose problems for teachers initially. Students may not be used to being asked their views by

teachers, and colleagues may have had little previous experience of observing each other's classrooms. Considered more positively, however, triangulation, with its emphasis on gathering accounts from the various participants in the classroom situation, is also a very valuable way of promoting dialogue and developing student enquiry into their own learning.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problem

Before the actions were carried out, the situation of the English teaching and learning process of reading in the fourth grade was observed. Interviews and classroom observation were done to identify the field problems. The researcher interviewed the English teacher and the children of grade four. The interviews with the English teacher and the children were carried out on October 12th, 2013. She also observed the English teaching and learning process on October 12th, 2013. To give a clearer description, the vignette of the classroom observation in the fourth grade is presented below.

When the English teacher and the researcher went to the classroom, at 07.30 am, the children were not ready yet. Most children were noisy. They played and disturbed their classmates. After they noticed that the English teacher came with the researcher, the children were quiet immediately on their seats. Then, the teacher sat in her seat and the researcher sat at the back of the classroom. Before starting the lesson, the children, the English teacher, and the researcher had a prayer together. The teacher greeted the children, "*Selamat pagi anak-anak*". The children answered, "*Selamat pagi bu...*". The English teacher checked the children's attendance by saying "*Who is absent today?*" They answered "*Masuk semua Bu*". Then, the English teacher told the children that the researcher would accompany them to learn that day. She began the lesson by asking children about the text that was given as a home work last week. The text was about "*part of the body*" and it contained seven sentences. She wrote the text on the board.

When the teacher wrote the text on the board, the children began to make some noises. Some of the children ran around in the class, did activities that were unrelated to the lesson, and disturbed their classmates. However, the teacher just let it and continued the lesson. She read aloud the text and asked the children to repeat after her. Then, she evaluated the home work with the children.

After evaluating the homework, the teacher read the text one more and asked the children to repeat after her. She asked the children to read aloud one

by one. However, when one of the children read aloud the text, other children enjoyed their activities that were unrelated to the lesson. It made the class become noisy. There were also some children in and out from the class. It continued until all children got their turn to read.

It was 08.35 a.m. The English class should be ended, and the teacher asked the children to practice reading more and more. Finally, the teacher ended the class by saying “*Good bye and wassalamu’alaikum warrohmatullahi wabarokatuh*” and the children answered “*Wa’alaikumsalam warohmatullahi wabarokatuh*”. Then, the English teacher and researcher left the classroom.

Appendix D

To support the vignette, the following interview transcripts explained some problems that are related to the children’s reading skills.

R : Kemudian, untuk kemampuan reading mereka saat ini bagaimana bu?
(**Then, how are their reading skills right now?**)
ET : Mereka masih agak kesulitan untuk melafalkan kata. Kosakatanya juga sangat sedikit. Terus kalau disuruh ngerjain tugas banyak yang gak bisa. Padahal pertanyaanya sederhana dan jawabannya juga sudah ada di teks . (**They have difficulties in pronouncing the words. Then if I asked them to do the task, a lot of them could not do the task correctly. Whereas the questions were very simple and they could find the answer in the text.**)

Appendix E

R : ... tadi gimana suka gak sama pelajarannya? (**How about the lesson? Do you like it.**)
S25 : Gak mbak. Aku gak suka. (**No, I do not.**)
S3 & 7 : Biasa aja mbak. (**It’s the common lesson.**)
R : Kenapa? (**Why?**)
S7 : Lha susah. (**It was difficult.**)
R : Lha kok susah? Susahnya kenapa memangnya? (**Why, what is the difficulty?**)
S7 : Aku banyak gak ngerti bacaannya. Kalo mengartikan bacaan agak susah mbak. (**I did not know the meaning of words. I found difficulty in translating the text.**)
R : Kalo bu guru meminta kalian untuk mengerjakan tugas bisa ngerjain ga? (**If the teacher ask you to do the task, can you do it?**)
S7 : Ya kadang bisa kadang ga mbak, hla ga mudeng artine. (**Sometime I can do it but other time I cannot. Because I do not understand the meaning of the text and I do not understand the instruction that teacher gave.**)

Appendix E

The result of the classroom observation and interviews with the English teacher and the children indicated that there were some problems related to the

English teaching and learning process of reading. The problems led to the low reading skills of the children and their reading skills needed to be improved. The field problems are presented in the table below.

Table 1 : The Problems Related to the 4th Grade Students' Low Reading Skills at SD N Suruh

No.	Field Problems	Code
1.	Children lacked motivation in reading.	S
2.	The children had problems in memorizing the vocabulary.	S
3.	The children still had difficulties in pronunciation.	S
4.	Some children talked with other classmates while the teaching and learning process was still going on.	S
5.	The children did not fully participate in the reading activities.	S
6.	The children found difficulties in comprehending the text.	S
7.	There were no enough materials.	Mt
8.	The teaching and learning process lacked of media.	Md
9.	The materials mostly taken from <i>LKS</i> .	Mt
10.	The teaching and learning process of reading lacked fun activities.	TT
11.	The children had limited chance to practice reading.	TT
12.	The reading activities were monotonous.	TT
13.	The teaching and learning process rarely included the reading skill.	TT
14.	The classroom circumstances do not support the teaching and learning process.	TT
15.	The reading classroom management was not organized well.	TT

S: Students Mt: Materials Md: Media TT: Teaching Technique

Based on the table above, there were some problems related to the teaching and learning process of reading. Those problems were classified into problems on students (S), materials (Mt), media (Md), and teaching technique (TT). Since this study aimed at improving the students' reading skill through signs and symbols, consequently, the problems to be solved were problems related to the teaching and learning process of reading. They could be seen in the following table:

Table 2 : The Problems Related to the 4th Grade Students' Low Reading Skills at SD N Suruh that Needed to be Solve Soon

No.	Field Problems	Code
1.	Children lacked motivation in reading.	S
2.	The children had problems in memorizing the vocabulary.	S
3.	The children found difficulties in comprehending the text.	S
4.	The teaching and learning process lacked of media.	Md
5.	The teaching and learning process of reading lacked fun activities.	TT
6.	The children had limited chance to practice reading.	TT
7.	The reading activities were monotonous and not interesting.	TT
8.	The classroom circumstances do not support the teaching and learning process.	TT
9.	The reading classroom management was not organized well.	TT

S: Students

Md: Media

TT: Teaching Technique

2. Determining Actions to Solve the Field Problems

After identifying the field problems related to the teaching and learning of reading needed to be solved, some actions to overcome the problems were formulated. There were some actions that were planned as the result of the discussion with the English teacher. The actions were as follows.

- a. Using signs and symbols for teaching reading skill in the classroom.
- b. Making use of various media in presenting and using games in practicing new language to gain the children's interest and participation during the teaching and learning process.
- c. Giving reward to motivate children to get involved in the teaching learning process.
- d. Giving reading tasks to check the children's comprehension of the materials.

Each plan had its own purposes. The signs and symbols were used as the main media of teaching reading skill. The signs and symbols itself has its own meaning that children should know in their daily routines. Through the activities

related to the signs and symbols, it was expected that the English teaching and learning of reading could be more effective.

The purpose of making various media and using games were to make the teaching and learning process of reading more fun and interesting so that it could stimulate the children to be active during the teaching and learning process. During the games, the children were asked to read the materials loudly. The examples of the games are matching games and board games.

Giving reward was used to motivate the children to get involved actively in the teaching and learning process. The reward was given to the children who did the task or instruction correctly. The reward that was given to children was different in every meeting. For example in the first meeting children got a picture of smile daboo, in the second meeting they got a picture of Donald duck, and the last one they got a picture of signs and symbols that they have learnt.

In addition, the reading tasks were also used during implementation. In the practice stage the children did the reading activities by matching games in the first and second meeting and sticky games in the third meeting. Moreover, in the production stage they arranged the jumbled words and sticky game in the first meeting, matching and sticky game by using map in the second meeting, and matching the signs and symbols with the definition in the last meeting of Cycle 1. Furthermore, in that stage the children must read the materials after they finished their work loudly.

B. Planning

After formulating the field problems and determining the actions, a course grid was made to be used in Cycle 1. The course grid was made through a discussion with the English teacher and the consultants. In designing the course grid, the researcher and the English teacher as the collaborator selected the standard of competence for reading and decided to use the basic competence of 3.1. Based on the basic competence, the indicators and the purposes of the teaching and learning process were formulated. After implementation of the actions, the children were expected to be able to respond to the instructions given by the teacher.

A discussion to select the materials that would be used was done. Three topics of the materials were chosen and agreed. The topics were *signs and symbols in the school area, traffic signs, and public places*. The language functions that would be taught were giving and responding to some instructions.

Then, the activities of the teaching and learning process were determined. The activities that used signs and symbols would be implemented in each meeting. The interesting and coloured media would also be used in introducing the language and encouraging the children to practice their reading skills. The media that would be used were pictures, maps, and matching game. Those activities aimed at solving the field problems that had been identified. They are described in the table below.

Table 3 : The Solvable Field Problems and the Actions

No.	Field Problems	Actions
1.	The reading activities were monotonous and not interesting.	a. Using colorful pictures of signs and symbols as the media to introduce new vocabulary. b. Using games in the practice and production stage.
2.	The teaching and learning process of reading lacked fun activities.	a. Using games in practicing new language to gain the children's interest and participation during the teaching and learning process.
3	Some children were passive and easily get bored in reading activity.	a. Using colorful pictures of signs and symbols as the media to introduce new vocabulary. b. Using games in the practice and production stage. c. Giving reward for the children who could do the task correctly.
4.	The teaching and learning process lacked of media.	a. Making and using various media in the teaching and learning process of reading.
5.	The teaching and learning process of reading lacked of fun activities.	a. Making and using various media in the teaching and learning process of reading.
6.	The children had problems in memorizing the vocabulary.	a. Using question and answer activity that related to the topic in the presentation stage. b. Using colorful pictures of signs and symbols as the media to introduce new vocabulary. c. Using drilling activity.
7.	The children found difficulties in comprehending the text.	a. Using question and answer activity that related to the topic in the presentation stage.
8.	The classroom circumstances did not support the teaching and learning process.	a. Using colorful pictures of signs and symbols as the media to introduce new vocabulary.
9.	The reading classroom management was not well organized.	a. Handling the children and make them more interested during the teaching and learning process of reading. b. Using colorful pictures in the presentation stage, and games in the practice and production stages.

The use of the signs and symbols were applied as the main action in Cycle1. The learning materials and procedures of the teaching and learning were put on a course grid. The course grid was made by researcher through discussion with the English teacher and the consultants. It covered the standard of competence, basic competence, indicators, learning materials, media, and learning activities. The learning materials consist of topic, language function, pronunciation, and vocabulary. Meanwhile, the learning activities consist of practice, presentation, and production. Following was the coloumn of course grid while the complete content can be seen in the Appendix A.

Standard of Competence:
3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Basic Competence	Indicators	Learning Materials	Media	Cycle Meeting	Learning Activities	Signs and Symbols
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Figure 2. The example of course grid

After designing the course grid, the lesson plans were made as guidance in conducting the teaching and learning process. In Cycle 1, there were three lesson plans that can be seen in Appendix B. The actions that were used were expected to create the following conditions.

- a. The teaching and learning activities of reading were more various.
- b. The children were more interested in the English teaching and learning process of reading by using interesting and coloured media.
- c. The children fully participated in the reading activities.

The following were the actions that were implemented in each meeting of Cycle 1.

1. Meeting 1

In the first meeting, the lesson was about signs and symbols on the topic of school area. The following actions would be applied in the meeting.

- a. Using colorful pictures of signs and symbols as the media to introduce new vocabulary.
- b. Using matching game in the practice stage.
- c. Giving the reading exercise in the production stage by using jumbled words and sticky game.

2. Meeting 2

In the second meeting, the lesson was about traffic Signs. The following actions would be applied in the meeting.

- a. Using colorful pictures of signs and symbols as the media to introduce new vocabulary..
- b. Using matching game in the practice stage.
- c. Using a map as media that were related to the traffic signs for the production stage.

3. Meeting 3

In the third meeting, the lesson was about signs and symbols in the public places. The following actions would be applied in the meeting.

- a. Using colorful pictures of signs and symbols as the media to introduce new vocabulary.
- b. Using matching game by sticking the symbols on the pictures of public places in the practice stage.

- c. Giving the reading exercise in the production stage by using a matching game.

C. Implementing and Observing the Actions

1. Reports on Cycle 1

a. Actions and Observation

The implementation of the actions of Cycle 1 was conducted in three meetings. The first meeting was held on November 2nd, the second one was on November 9th, and the third meeting in Cycle 1 was on November 16th, 2013. The use of signs and symbols in the fourth grade of SD N Suruh provided opportunities to children to practice reading and to understand the language function. It was also combined with other actions that supported the activities in improving children's reading skills i.e. games.

1. Implementing the Signs and Symbols to Improve Children's Reading Skills in the First Meeting

The first meeting of Cycle 1 was conducted on Saturday, November 2nd, 2013. The allocated time was 70 minutes and it was started from 07.30 to 08.40 a.m. The lesson was opened by greeting and having prayer. The children's condition and children's attendance were also checked by the researcher. Then, the researcher introduced the topic of the lesson. The topic was the sign and symbols that were available in the school area. Next, she told the children about the objective of the lesson. In the presentation stage, firstly, she showed some pictures of the signs and symbols that were available in the school area. Next, she introduced the new vocabulary by drilling word by word. Then, she read the function of the signs and symbols and asked the children to repeat after her. All

the children read the materials together in until they could read fluently and understood the meaning of the signs and symbols.

In the practice stage, the children were asked to match the signs and symbols with the definitions. The task was done in pairs. The activities in the practice stage can be seen in the photograph below.



Figure3. The children do the reading task by matching the signs and symbols with the definition in pairs.

The researcher walked around the class to monitor the children's activities. The researcher checked the children's answer by asking children to read aloud in pairs. There were some children who could not read correctly. The same evidence can be seen in the field note below.

.... However, there were still some children who could not the task correctly because they did not understand the instruction. Moreover, most of the children could not read the materials correctly and slowly. ...

Appendix D

In the production stage, the children were divided into five groups. Each group got jumbled words. Then, they should arrange it into simple instructions. Most of the children enjoy their activities. They focused on finishing the task correctly. After arranging the jumbled words, they should read together correctly. The group who could read the sentence correctly should take a picture based on the sentence that they arranged. Next, they should stick the picture on the board. The first group who stuck the picture first was the winner and got a reward. These activities can be seen in the following pictures.



Figure4. The children arrange the jumbled word



Figure5. The children stick the sign and symbol on the grey board.

After the children finished doing the classroom activities, the lesson was reviewed. They were asked about the difficulties and their feeling about all of the

classroom activities. They were happy with the class activities and they asked the researcher to teach them again in the next meeting. Then, the class was ended by closing and saying “*Wassalamu’alaikum warohmatullahi wabarokatuh*”.

2. Implementing the Signs and Symbols to Improve Children’s Reading Skills in the Second Meeting

The second meeting of Cycle 1 was conducted on Saturday, November 9th, 2013. The allocated time was 70 minutes and it was started from 07.30 to 08.40 a.m. The lesson was opened by greeting and having prayer. The children’s condition and children’s attendance were also checked. The researcher asked the children to sing “*good morning*” together. Then, she introduced the topic of the lesson. The topic was about traffic signs. Next, she told the objective of the lesson and asked the children to remember the lesson that they learned last week about the signs and symbols in the school area.

In the presentation stage, the researcher showed the pictures of traffic signs. Then, she conducted the question and answered activity related to the traffic signs. After that, she introduced new vocabulary related to the traffic signs. Furthermore, she read the traffic signs, asked children to repeat after her, and then checked the children’s pronunciation.

In the practice stage, the activities was almost the same as the first meeting, they should match the traffic signs in the “A” side with appropriate word or phrase in the “B” side. The children were asked to work individually. The researcher walked around in the classroom to monitor the children’s activities. Afterwards, she and the children discussed the children’s work together. The

following picture was the children's and the researcher's activities in the practice stage.



Figure6. The children do the reading task by matching the traffic signs with the definition individually.

After discussing the children's work, the researcher drilled the meaning of the traffic signs. She asked the children to repeat after her until all of the children could read fluently.

In production stage, the children were divided into five groups, consisting of five children. Then, the researcher invited the leaders of the group to come in front of the class. Each group got a text and a map. Each member of the group should only read one sentence or instructions of the text and another one stuck the signs or symbols on the map. The children should work together, read the instruction and stick the signs or symbols in turn. The group who finished the game should raise their hands and say "BINGO". Then, they should read the text loudly together. The group who read fluently would be a winner and get a reward.



Figure7. In group, the children read the instruction and stick the traffic signs on the map.

Some children enjoyed their activities, but many children still had difficulty in reading the instructions. They confused about the traffic signs, such as right and left. Those conditions can be seen in the following interview transcript.

- | | |
|---|--|
| R | : <i>Bagaimana pelajaran yang tadi dek? Menarik apa ga? (How about the lesson? Is it attractive or not?)</i> |
| S | : <i>Menarik sih mbak, tapi tadi waktu game yang menempel di peta itu masih suka bingung mbak nempelnya, kanan apa kiri, terus cara membacanya juga masih banyak yang belum bisa mbak. (Yes, it is. But, when play the stick game I still confused is it in the right or left. Besides, there are some instructions that I cannot read.)</i> |

Appendix E

The time was over and the researcher ended the lesson by summarizing the lesson. She asked the children to re-read the traffic signs. Then, she also asked the children's difficulties related to the lesson. Finally, she closed the lesson by singing a good bye song.

3. Implementing the Signs and Symbols to Improve Children's Reading Skills in the Third Meeting

The last meeting of the Cycle 1 was conducted on Saturday, November 16th, 2013. The allocated time was 70 minutes and it was started from 07.25 to 08.35 a.m. The lesson was opened by greeting and having prayer. The researcher asked the children's condition by singing "*Hello, how are you*" song and the children also responded with the song. The children's attendance was also checked. Then, the researcher introduced the topic of the lesson. The topic was about signs and symbols that are available the public places. Then, she told the objective of the lesson and asked children to remember the lesson that they learned last week.

In the presentation stage, firstly, she showed the pictures of signs and symbols. Then, she conducted the question and answered activity related to the ones. Afterward, she introduced new vocabularies that were related to the signs and symbols in the public places. Furthermore, she read the signs and symbols, asked children to repeat after her, and she checked the children's pronunciation.

In the practice stage the children were divided into five groups consisting of five children. Each group got a piece of paper containing several pictures of public places, a piece of paper about the instruction, and an envelope containing the signs and symbols that are available in the public places. In groups, the children matched the signs or symbols with the public places and stuck the signs on the pictures of public places. All children did the task together with their group. The researcher walked around the class to monitor the children's activities. All of the children enjoyed their activities in group. After finishing their work,

they should read the signs and symbols based on the pictures. Following was the pictures of the children's activities in the practice stage.



Figure8. In group, the children do a matching game by sticking the signs and symbols on the pictures of public places based on the instruction.

In the production stage, the children also played a matching game. In pairs, they matched the signs and symbols to the definitions. After finishing their work, the children raised their hands and said “BINGO”. Then, they should read aloud the definition of signs and symbols loudly and correctly. The researcher checked the children's answer and gave a reward to a pair of children who could read correctly. The children felt very enthusiastic and happy. All of them enjoyed their activities and did not spend their time with other activities that were unrelated to the lesson. These, can be seen from the interview transcript below.

- | | |
|---|---|
| R | : <i>Tadi gimana dek pelajaran bahasa Inggrisnya? Menarik apa tidak? (What is your opinion about the English lesson today? Is it interesting or not?</i> |
| S | : <i>Iya mbak, menarik. Lebih menyenangkan dari pada yang kemarin. (Yes it is. It was more interesting than before.)</i> |
| R | : <i>Tadi bisa membaca perintahnya ga? Kenapa? (Could you read the instruction? Why?)</i> |
| S | : <i>Bisa mbak. Soale tadi itu menarik jadi yo semangat untuk membaca, kerasa lebih mudah aja mbak. (Yes, I can. Because the activities are interesting so it make me motivate to read and it feel easier too.)</i> |

Appendix E

Finally, the researcher summarized the lesson by asking the children to re-read the instruction related to the signs and symbols that were available in the public places. Then, she asked the children's difficulties. There were some children in the back who answered. They told that the pictures and the word or phrase of the signs were too small and could not be read from the back clearly. When the time was over, the teacher ended the lesson by singing a "Good bye" song.

b. Reflection

In Cycle 1, the use of signs and symbols modified with other action made some improvements. The first improvement lied on the children's participation in the reading activities. The children were active and enthusiastic to join the activities. It can also be seen in the interview transcript.

- | | |
|----|---|
| R | : Ibu, mau Tanya tentang yang tadi telah dilakukan. Menurut ibu gimana?
(What do you think about the actions, mom?) |
| ET | : Oh, menurut saya sudah cukup lancar dan berhasil mbak. (I think it was success and good enough.) |
| R | : Oh githu ya bu, terus bagaimana dengan medianya? Maksud saya signs and symbols. (Then, what about the media? I mean the signs and symbols.) |
| ET | : Signs and symbols di modifikasi dengan game sudah lumayan. Anak-anak tadi terlihat antusias saat pelajaran. (The signs and symbols modified with signs it is good enough too. All children looked enthusiastic when they learn.) |

Appendix E

Moreover, the improvement on the children's participation was in line with progress on their motivation in reading activity. They were neither shy nor afraid of making mistakes when they read the text aloud. Some of the children could memorize the vocabulary easily and comprehend the text. However, some

of them found difficulties in memorizing the vocabulary and comprehending the text easily. It can be seen in the interview transcript below.

R	: <i>Tadi suka gak belajarnya bahasa Inggris sama mbak Dwi? (Did you like with the lesson today?)</i>
S21	: <i>Suka. (Yes, I liked it.)</i>
R	: <i>Kenapa? (Why?)</i>
S21	: <i>Enak mbak, mbak Dwi ngajarnya pakai gambar dan permainan. (I enjoyed the lesson. You taught us with the pictures and games.)</i>
R	: <i>Owh githu ya. Terus tadi suka ga gambar dan gamenya? (Then, did you like the pictures and games?)</i>
S21	: <i>Suka. (Yes, I did.)</i>
R	: <i>Kenapa kamu suka? (Why do you like it?)</i>
S21	: <i>Bisa belajar sambil bermain dan ngerti simbol-simbol. (Because I can learn by playing. Besides I also can understand the meaning of signs and symbols.)</i>
R	: <i>Hapal ga sama kata-katanya? (I could you remember the vocabulary.)</i>
S21	: <i>Iya mbak, kadang-kadang lupa, tapi karena sering di ulang-ulang aku jadi ingat lagi mba. (Yes. Sometimes I forget, but I could easily remember when I played the games.)</i>
R	: <i>Suka ga tadi sama gambar, symbol dan permainannya? (Did you like the pictures, the symbols and the games?)</i>
S2	: <i>Suka. (Yes. I did.)</i>
R	: <i>Oh dek ... sukanya kalo ada gambarnya? Tadi ingat semua symbol yang sudah dipelajari tidak? (Oh, you like the pictures, don't you? And do you remember all the signs and symbols that you have learnt?)</i>
S2	: <i>Iya. Soalnya tadi gambarnya berwarna jadi suka dan gampang ingat. (Yes. The pictures are colorful so I like that and it facilitate me to remember the vocabulary easily.)</i>
R	: <i>... Tadi suka ga belajar bahasa Inggris sama mba Dwi? (Did you like studying English with mb Dwi?)</i>
S12	: <i>Suka. (Yes. I did.)</i>
R	: <i>Kenapa? (Why?)</i>
S12	: <i>Asyik. (It was fun.)</i>
R	: <i>Owh githu ya, terus tadi kan jpakai symbol-smbol buat belajar membaca, suka ga? (Then, did you like the signs and symbols in teaching and learning of reading today?)</i>
S12	: <i>Suka. (Yes, I did.)</i>
R	: <i>Kenapa sukanya? (Why do you like it?)</i>
S12	: <i>Simbolnya kan berwarna mba, terus ada permainannya juga jadi enak belajarnya. (The signs and symbols are colorful and it also modified with the games, so I enjoyed it.)</i>
R	: <i>Tadi bisa baca kalimat-kalimat yang berhubungan dengan symbol itu ga? (Can you read the sentences that related to the signs and symbols?)</i>
S12	: <i>Iya, mba, aku bisa... (Yes. I can read it.)</i>

It can be seen from the interviews transcript above that the children's reading skills improved. The colorful signs and symbols that were modified with the games facilitated them to remember the vocabulary and the meaning of the signs and symbol. Moreover, during the teaching and learning process of reading a lot of children could read the words and the sentences that were related to the signs and symbols loudly and easily. However, there were some children who could not read the sentences in short time. They still could not do the task so they should be drilled the words and sentences in more time. One of the problems affecting them was the pictures too small so the children who sat in the back row could not read the words. The words were about the signs and symbols that they learn. It made the children could not understand the meaning of the signs and symbols and also could not remember the vocabulary.

Before conducting the next cycle, the actions done in Cycle 1 were evaluated. Here is the conclusion about Cycle 1 and the recommendation for Cycle 2.

Table 4: The Conclusion of Action Done in Cycle 1 and the Recommendation for Cycle 2

Action Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation
Using signs and symbols during the teaching and learning process	The signs symbols were applied in the presentation, practice, and production stages effectively improved reading skills. Moreover, the signs and symbols could maintain the children's motivation to read. Some of the children could comprehend the text easily, and memorize the vocabulary well. However, some of them found difficulties in memorizing the vocabulary and comprehend the text.	The action would be sustained to be used in Cycle 2 with some modifications.	The researcher should provide more fun reading activities and clear materials with different topics.

Using various media during the teaching and learning process.	Media were helpful during the teaching and learning process. The children could understand the materials more easily.	The action would be sustained to be used in Cycle 2 with some improvements and modifications.	In the presentation stage, the media should be seen clearly from the back rows.
Using games	Implementing quiz or games made children more interested in English teaching and learning activities. Moreover, the children got more time to practice in reading while playing games. However, the use of the games was a little bit time consuming.	The action would be sustained to be used in Cycle 2 with improvement.	In the Cycle 2, the games should be adjusted to the classroom space and the time allocation.
Giving reading tasks	The reading tasks were implemented from the first meeting to the last one in the practice and production stages. However, reading aloud activities were only given in the practice stage.	The action would be sustained to be used in Cycle 2 with improvement.	In the next Cycle: - The reading tasks should be adjusted to the classroom space and the time allocation of the class activities. - The children should get more opportunity to practice reading aloud in the practice and production stages.
Giving reward	The reward was given to maintain the children's motivation in learning reading.	The action would be sustained to be used in Cycle2.	The use of reward should be improved to maintain the children's motivation in learning.

2. Reports on Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements on the children's comprehension, motivation, and participation in reading. However, there were still some weaknesses found in Cycle 1. The children's comprehension still low. Therefore, Cycle 2 was necessary to be conducted. The actions

conducted in Cycle 1 were sustained to be used in Cycle 2 with some improvement or modification.

To overcome the problems related to their comprehension, input material would be given to them during the practice. To maintain the children's motivation in reading while playing the games, a reward was given to the children or the groups who could read the text and do the activities correctly. Furthermore, the signs and symbols used in the teaching and learning process of reading were modified with other actions. Moreover, to overcome the children's reading comprehension the pictures used in the teaching and learning process were made in the bigger size so the children who sat in the back rows could read the words on the pictures.

Those activities in the teaching and learning process aimed at solving the field problems that emerged and still existed after Cycle 1.

Table 5: The Solvable Field Problems and the Actions

No.	Field Problems	Action
1.	Some children found difficulties in comprehending the texts.	a. Using colorful pictures of signs and symbols in larger size as the media to introduce new vocabulary.
2.	Some children had difficulty in memorizing the vocabulary.	b. Using signs and symbols modified with the game in the presentation, practice, and production stages. c. Giving the children more opportunities to practice reading and more reading task.

In Cycle 2, the similar standard of competence was used. However, the basic competence that was used was 3.2. The indicators and the purposes of teaching and learning process were formulated based on those basic competences.

Based on the discussion between the English teacher and the researcher, the topics of the materials were designed by the English teacher and the researcher. Then, she decided to use the similar technique in the Cycle 1 and add some new ones such as using signs and symbols with a larger size, practice reading aloud in the practice and production stage. After designing the teaching techniques, the signs and symbols were designed. The learning materials and the activities that were designed can be seen in the course grid in Appendix A.

The course grid and lesson plans used for guiding the teaching and learning process were made. The *PPP (Presentation, Practice, and Production)* technique was still used. The vocabulary related to the topic was reviewed in the presentation stage. In the practice and production stages, the children do reading task that related to the signs and symbols individually, in pairs, or in groups.

The activities and the procedures of the class activities were designed in the lesson plans. The lesson plans were used to guide the teaching and learning process. The lesson plans can be seen in the Appendix B. Similar to the activities in the Cycle 1, the learning activities in the Cycle 2 provided new vocabulary items including instructions, model, and tasks.

The teaching media that were used to support the class activities were also made in the planning stage. Based on the reflection of the Cycle 1, the researcher and the English teacher decided to use pictures in the bigger size in the presentation stage and a 'snake track' to play a board game in the practice and production stages. Those teaching and learning media were used during the lesson.

The teaching and learning process of Cycle 2 was conducted in two meetings. The actions were planned to overcome the reading problems related to the children's comprehension. The plans of Cycle 2 were in the course grid in Appendix A.

b. Action and Observation

The implementation process of the Cycle 2 was conducted in two meetings. It was expected that the implementation of the actions in Cycle 2 can solve some problems appeared in the previous Cycle. In this Cycle the signs and symbols were still used in each meeting as the main media. The researcher taught the materials during the implementation while the English teacher as collaborator observed the teaching and learning process. The implementation of the action was elaborated as follows.

1. Implementing the Signs and Symbols to Improve Children's Reading Skills in the First Meeting in Cycle2

The first meeting of Cycle 2 was conducted on Saturday, November 30th, 2013. The allocated time was 70 minutes and it was started from 07.25 to 08.35 a.m. The lesson was opened by greeting and having prayer. The children sang "*Good Morning*" song together. Then, the researcher checked the children's condition and the children's attendance. Afterwards, she introduced the topic of the lesson. The topic was about the signs and symbols of public places. Next, she told to the children about the objective of the lesson and asked children to remember the lesson that they had learnt in the previous meeting.

In the presentation stage, firstly, she showed some pictures of signs and symbols of public places. The pictures used this meeting was bigger than the

previous one. Then, she introduced new vocabulary about the signs and symbols. Next, she read the signs and symbols and asked the children to repeat after her. Firstly, she asked all of the children to read after her and then asked the children who sat in the same row to repeat reading after her loudly.

In the practice stage, the children did a reading task through a quiz. They worked in pairs. Every pair got a piece of paper containing the signs and symbols of public places and the sentences with the blank box besides one. They should fill in the blank with suitable words based on the signs and symbols that were in the task. The pair who finished their work should raise their hands and said “FINISH”. Then, every member of the pairs must read their answers loudly and correctly. The children who could read correctly got a good mark. It continued until all of numbers got checked. The activity can be seen in the photograph below.



Figure9. In pairs, the children do the reading task by filling the blank

Afterwards, the researcher said “silent, please.” to carry out the class circumstance. When the class was silent, then she drills the sentences about express of giving instruction related to the public places. She drilled the children

in row and one by one until they could read correctly and understand the meaning of the signs and symbols. Before asking the children to play games, she asked the children to sing “if you happy and you know” song to make the children more enthusiastic in joining the activities.

In addition, she divided the children in group of five on the production stage. In this stage, the children did the reading task in groups by playing board games. Each group gets two pieces of papers and an envelope that contained the signs and symbols and the definitions. First paper was the instruction in normal size and another one was the “snake track” in A3 paper. In groups, they should listen to the instructions carefully to complete the task. Then, they stuck the signs and symbols and the definitions on the “snake track” based on the instructions. After finishing their work, they should raise their hands and said “FINISH” and read aloud their work. The first group who could read correctly got a reward. The following was the children’s activity in the production stage.



Figure10. Children play “snake track” game.

Finally, the time was over and she ended the lesson by summarizing the lesson. She asked the children to reread the signs and symbols of the public places

and the meaning of them. Then, she also asked the children's difficulties. The lesson was ended by singing a "*Good Bye*" song.

2. Implementing the Signs and Symbols to Improve Children's Reading Skills in the Second Meeting in Cycle2

The second meeting of Cycle 2 was conducted on Saturday, December 7th, 2013. The allocated time was 70 minutes and it was started from 07.30 to 08.40 a.m. The lesson was opened by greeting and having prayer. The children sang "*Good Morning*" song together. Then, the researcher checked the children's condition and attendance. Afterwards, she introduced the topic of the lesson. The topic was still about the signs and symbols of public places. Next, she told to the children about the objective of the lesson and asked children to remember the lesson that they had learnt in the previous meeting.

In the presentation stage, she showed some pictures of the signs and symbols of public places. The pictures used in this Cycle were bigger than those in the previous meeting. She introduced new vocabulary about the signs and symbols. She also read the materials, asked children to repeat after her in whole class, row by row, and one by one. She checked the children's pronunciation by asking children to read the signs and symbols.

In the practice stage, the children did a reading task by playing "BINGO" games. The children did the task individually. Each student got a piece of paper containing the signs and symbols of public places with the sentences and blank boxes. The following picture is that was the task used in the practice stage and the children's activities.

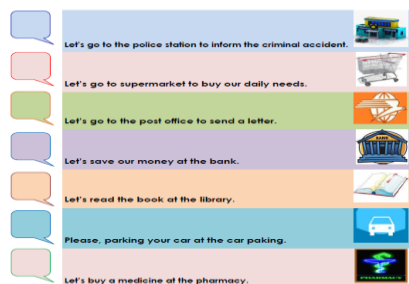


Figure11. The reading task use in the practice stage.



Figure12. The children do the reading task individually.

They should listen to the researcher's instructions carefully and then fill the blank with number based on the instructions. The children who finished their work should raise their hands and then say "BINGO". Then, he or she should read their answers loudly. The children who could read the instructions correctly got a great point.

Afterwards, the researcher said "Silent, please." to make the class situation more conducive. When the class was silent, then she drilled the sentences about express of giving instruction related to the public places. She drilled the children in row and one by one until they could read correctly and understand the meaning of the signs and symbols. Before asking the children to play games, she asked children to sing "if you happy and you know" song to make children more enthusiastic in joining the activities.

In the production stage, the children were divided into five groups of five. They did the reading task by playing board games. Each group got a big piece of papers containing the ‘snake track’, an envelope containing the signs and symbol, and a piece of paper containing the expressions of giving instruction. The following picture is the ‘snake track’ used in this stage.

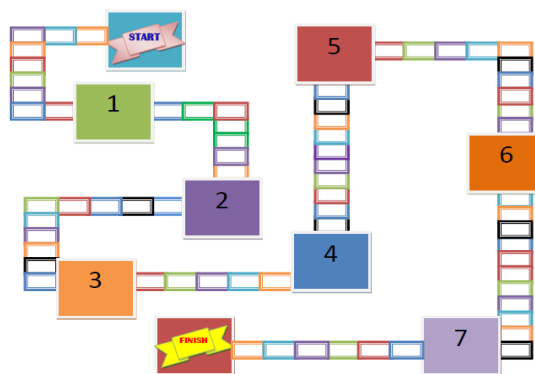


Figure13. The “snake track” game use in the production stage.

Each group should listen to the researcher’s instructions carefully. Then they read the expression to find out the suitable instructions and then stuck the signs and symbols on the ‘snake track’. For example, the researcher said “Number one, a bank”. Then, the children should find out the expression related to the bank, give number in the instructions, and then stuck the signs and symbols on the snack track. It continued until all numbers were done. After finishing their work, they should raise their hands and said “FINISH”. The researcher checked the children’s answer by asking them to read the expressions individually. The group who could read all the instructions correctly got a reward. However, the points were given for the children individually.

Finally, the time was over and she ended the lesson by summarizing the lesson. She asked the children to reread the signs and symbols of public places

and the meaning of them. Then, she also asked the children's difficulties. There was no student who answered and told about their difficulties. Afterward, she asked the children to learn the materials because she would give a test in the next meeting. The lesson was ended by singing a "Good Bye" song.

c. Reflection

In Cycle 2, signs and symbols were applied in all stages. In each meeting, different signs and symbols were introduced. In the presentation stage the colorful and big pictures were used. In the practice stage the children did the reading task by filling the blank, and in the production stage the children played board games.

The implementation of signs and symbols in this Cycle was believed to be successful to improve children's reading skills. There were no problems found during the teaching and learning process. The bigger and colorful pictures that were modified with the games facilitated them to memorize the vocabulary so they could comprehend the text easily as presented in the interview transcript below.

- | | |
|----|--|
| R | : <i>Tadi gimana pelajarane, paham ga dek?</i> (Did you understand the |
| S6 | lesson?) |
| R | : <i>Iya, paham mba.</i> (Yes, I did.) |
| | : <i>Sip deh. Tadi suka gas ma symbol-simbol yang digunakan dan</i> |
| | <i>permainannya?</i> (Okay. Did you like the signs and symbols and the |
| S6 | games that were used I the lesson?) |
| R | : <i>Iya mba, suka.</i> (Yes, I did.) |
| | : <i>Gambaranya mempermudah adek buat memahami teks apa ga?</i> (Are the |
| S6 | pictures help you to comprehend the text ?) |
| | : <i>Iya mba. Jadi mudah kalo pakai gambar.</i> (Yes, mba. I can comprehend |
| R | the text easily.) |
| | : <i>Makasi ya dek...</i> (Ok, thank you.) |

Moreover, the signs and symbols modified the games sustained the children's participation in reading activities. They were enthusiastic to join the activities and to practice reading. The children liked the colorful pictures and the games because they were interesting and did not make them bored. They considered that the games were fun. It can be seen in the following interview transcripts.

- | | |
|-----|--|
| R | : <i>Tadi kalian belajar pakai symbols-simbol dan permainan suka ga? (Did you like studying with the signs and symbols modified with the games?)</i> |
| S18 | : <i>Iya mba. (Yes, I did.)</i> |
| R | : <i>Sukanya kanapa? (Why?)</i> |
| S18 | : <i>Ga sulit e mba. Mainnya asik dan gak bikin bosan mba. (It was easy, nice and did not make me bored.)</i> |
| R | : <i>Terus apa lagi dek? (What else?)</i> |
| S18 | : <i>Ehm.... Terus itu loh mba, kita dadi tau cara bacanya. Jadi seneng dech mba belajar membaca bahasa inggris. (Ehm... We know how to pronounce the word so we can read the word.)</i> |
| R | : <i>Jadi ngerti sama direction dan public notices juga artinya ya dek? (You know the direction and the public notices, don't you?)</i> |

Appendix E

There was also an improvement on the children's oral reading ability. They could read the words, the sentences, and the texts with clear intonation and right pronunciation. It could be seen in the interview transcripts below.

- | | |
|----|---|
| R | : <i>Alhamdulillah ibu, ini pertemuan terakhir. Menurut bu Parmi action yang saya terapkan tadi bagaimana bu? (Alamdulillah, this is the last meeting. How about the actions?)</i> |
| ET | : <i>Sudah bagus mba. Seperti kemarin anak-anak sudah banyak yang ngerti vocabnya. Pengucapan dan intonasi mereka juga bagus. Gambarnya bagus dan permainannya juga menarik mbak untuk anak-anak kelas 4. Sangat membantu mereka dalam memahami kalimat maupun text. Kan dulu-dulu mereka belum pernah diajar menggunakan symbol-simbol dan permainan seperti itu. Pokoknya sudah banyak peningkatan jika dibandingkan sebelum penelitian mba. (It was as good as previews meeting. They know the vocabulary. Their skill in pronouncing the words and the intonation also good. The pictures that were used in the</i> |

teaching and learning process were good and the games that used were interesting too for them. It also helps them in comprehending the sentence or the text. I never taught them with the signs and symbols, and the game like that. I think, there is improvement after the actions.)

Appendix E

In addition, work in groups or playing games in group game them a chance to practice reading. Every child had a chance to read the sentence in the reading activities. The children said that they were happy working the task or playing the games in groups. They were not afraid of making mistakes. It could be seen in the following interview transcript.

- R : *Tadi suka ga peljarane?* (**Do you like the lesson?**)
 S16 : *Iya suka* (**Yes, I did.**)
 R : *Kenapa?* (**Why?**)
 S18 : *Bisa ngerjakan tugas secara kelompok.* (**I could do the task in groups.**)
 R : *Terus, apalagi?* (**What else?**)
 S16 : *Terus juga bisa belajar sambil bermain mbak.* (**I also could study while playing.**)
 R : *Tadi waktu permainan,kalia baca kalimatnya ga?*(**When you were playing the game did you read the sentences?**)
 S16 : *Iya baca dong mbak.* (**Yes, of course.**)
 R : *Tadi takut salah ga waktu membaca?* (**Did you feel afraid when you were reading a sentence?**)
 S16 : *Gak e mbak.* (**No. I did not.**)
 S18 : *Saya juga ga kok mba. Tadi aku langsung baca pas di suruh?* (**So, do I, I read the sentence when you ask me to read.**)

Appendix E

The interviews transcripts above indicate that the children were happy with the signs and symbols modified with the games because it assisted them comprehend the text. Since the children still liked the lesson, they were neither ashamed nor afraid to read aloud the sentence.

In conclusion, there were some improvements dealing with the children's participation, motivation, as well as the children reading skills. Therefore, the researcher and the English teacher decided to stop the cycle as the improvements were considered sufficient.

d. General Finding

In Cycle 1, the implementation of signs and symbols and accompanying other actions were successful on improving the children's reading skill. As a result, there were changes that occurred during the implementation of the actions. Here is summary of changes that happened before and after the acations were conducted.

Table 6: The Changes that Existed After the Implementation of the Actions

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The reading activities were monotonous and not interesting.	The activities were interesting, the children were involved in the process of teaching reading, but there were still some children who did not pay attention to the learning process.	Most of the children involved in reading activities.
The teaching and learning process of reading lacked fun activities.	The teaching and learning process of reading were fun and enjoyable	The teaching and learning process of reading were fun and enjoyable
Some children were passive and easily get bored in reading activity.	Children became active and some children became noisy.	All of the children became active and the activities ran well.
The teaching and learning process of reading lacked the used of media.	Using pictures in introducing the vocabulary but the pictures were too small.	The pictures were big enough and clear.
Some children lacked	The children's	The children kept their

motivation in reading.	participation in reading activities. They paid attention and gave responses to the explanation. Most of them were enthusiastic to join in.	participation during activities. They practiced reading enthusiastically.
Some children had difficulty in memorizing the vocabulary.	Even though the children still forgot some words, they could memorize the vocabulary better than before.	All of the children could memorize the vocabulary well.
Some children found difficulty in comprehend the text.	Some of children were able to comprehend the text, but there were some children who were still confused.	All of the children could comprehend the text easily.
The mean score of pre-test 49.52.	-	The mean score of post-test 66.4.

Before the actions, the process of teaching reading encountered many problems. The monotonous reading activity made the children to be passive and get bored easily. The lacked media in learning process made them get difficulties in memorize the vocabulary. All the factors led the children get difficulties to comprehend the text.

After the actions were implemented, the children tended to be active and enthusiastic in the process of teaching reading. The signs and symbols modified with other actions created fun learning activity and good atmosphere so the children felt happy during the lesson. Moreover, their motivation in reading became high. They could recognize the words and understood the meaning of the words or the signs and symbols. As a result, they were able to comprehend the children actively involved in the reading activities.

As the final reflection, the results of the research were discussed. The actions implemented were successful to improve the reading skills. In the other words the objective of the research was achieved. Therefore, after the result of the last Cycle had shown a good improvement on the teaching and learning process of reading, the Cycle was stopped.

D. Discussion

From the classroom observation and interviews at the reconnaissance stage, it was found that there were a lot of problems which occurred in the teaching and learning process of reading. The children had problems in reading comprehension and vocabulary mastery. In the other words, the reading skills were still low.

To overcome the problems related to the children's low reading skills, some actions were implemented. The main action was applying the signs and symbols as the media during the lesson. The signs and symbols were chosen because it provided the real media that can be seen in the children's daily life. The activities related to the signs and symbols were not only reading activities, but also speaking and listening practice.

The implementation of the signs and symbols in the reading activities were accompanied by other action i.e. using games, using interesting and colored media, and applying rewards. It aimed to improve the children's reading skills. In addition, it was to provide children with adequate inputs and opportunities to practice reading.

The research was done in two Cycles. Based on the reflection of Cycle 1, the teaching and learning showed some improvements. The lesson was clearly delivered. The children understood the materials and the researcher's instructions during the lesson. The instructional variety such as the use of various media and activities was also better. The reading media attracted the children's interest and motivation in learning although only for a while. The number of the children who gave correct responses also improved in each meeting. However, there were still some problems that were found in the Cycle 1 such as the pictures that were used to introduce the new vocabulary were too small, the time management could not be managed well, and the children lacked desire to read a text. These problems made the children's reading skills could not be improved optimally.

Cycle 2 was conducted to overcome the problems during the implementation of the actions in Cycle 1. In Cycle 2, the researcher used the larger picture to introduce the new vocabulary. She also managed carefully the time allocation to make the all class activities run well. Furthermore, she conducted the reading activities that used the signs and symbols, drilled the materials to make the children read fluently, and gave more opportunities for the children to practice reading aloud. The reflection showed that the use of the signs and symbols along with the other actions could improve the children's reading skills successfully. The following discussion shows how the signs and symbols improved children's reading skills of the fourth grade at SD N Suruh.

1. The signs and symbols were useful to improve the reading skill as it provided clear explanation and models or examples through pictures. The materials

were delivered through games or quiz that related to the signs and symbols. By using the signs and symbols, the children could understand the materials well.

2. Since signs and symbols were combined with some other actions provided various reading activities. Monotonous activities such as reading a text and answering question made the reading classroom felt boring so that various activities helped the children to maintain their motivation to read. The activities related to the signs and symbols could also explore the children's ability because they were not only focused on one activity.
3. The implementation of the signs and symbols were useful in gaining the children's interest and motivation and maintain the classroom circumstance. There were no children who made the classroom noisy or disturbed their classmates. The classroom situations become conducive during the lesson. Indirectly, it influenced to their reading skills. Therefore, the children's reading skills could be improved.
4. It was found that the teaching and learning process did give opportunities for the children to practice reading. The activities that used the signs and symbols provided enough opportunities for the children to practice reading through various media combined with games.
5. After the implementation of the signs and symbols in the reading activities, the children's ability of reading could be improved. While the children actively participated in the teaching and learning process, they read to the language input repeatedly. The practice and meaningful activities made them

familiar to the language used. Therefore, they were able responded to the instructions, and give commands well.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGESTIONS

A. Conclusion

This research was aimed at improving children's reading skills at grade IV of SD N Suruh through signs and symbols. Based on the discussion in the previous chapter, it could be concluded that the implication of the signs and symbols and the supporting actions successfully improved the children's reading skills. The result of the study can be concluded as follows.

1. In connection with Cycle I, the use of signs and symbols could improve children's reading skills. The interesting and colorful signs and symbols also helped them to memorize vocabulary and comprehend the text easily. However, they still have lack of motivation to read the text. In connection with Cycle II as follow up for unsuccessful points of Cycle I, the use of signs and symbols in the practice and production stage and in the larger size could improve children's reading skills because they got more input and they interacted actively with their classmates, and the text to obtain comprehension. Moreover, they said that using signs and symbols combined with games make them enjoy in learning. They did not get bored.
2. The use of signs and symbols made the children's vocabulary mastery improved. The colorful pictures helped them to memorize the vocabulary more easily. During the teaching and learning process of reading the

children who got difficulties in vocabulary could read the vocabulary more and more. Therefore, their vocabulary mastery was better than before.

3. The use of signs and symbols to improve the children's motivation and the reading classroom management were also successful because signs and symbols modified with the games drove the children to be active with the materials and their classmates. They said that they were happy and enjoyed the lesson. They seemed to be enthusiastically and happily involved in reading activities.

B. Implication

Based on the research discussion, it can be implied that the signs and symbols can be applied in the teaching and learning process of reading. The implications of the actions are presented below.

1. Signs symbols were useful in improving children's reading skills. The signs and symbols provided interesting and colorful pictures modified with the games help the children to recognize the words, and understood the meaning of the text, and the symbols itself. As the result they knew the content of the text. It implies that the English teacher can apply signs and symbols with a certain context to improve children's reading skills.
2. The implementation of the signs and symbols made the children's vocabulary mastery improved. The colorful pictures of the signs and symbols modified with the games helped the children to memorize the vocabulary more easily. During the teaching and learning process, the children got more drill and opportunities to practice reading. It implies that

signs and symbols modified with the games can implemented as reading practice for the children in order to improve their vocabulary.

3. The implication of the signs and symbols were also useful in gaining the children's interest and motivation, and maintain the classroom circumstance. It implies that using signs and symbols in the classroom help the children's interest and motivation improved and the reading classroom management organized well. There were no students who make noisy in the classroom. The reading classroom become comfortable and it influence the children's activity. Indirectly the children's reading skills improved because they got more opportunities to read.

C. Suggestion

1. For the English teachers of Elementary School

It is essential for English teacher to improve children's reading skills by creating activities which are enjoyable and motivating. Signs and symbols can be used as one of the solutions to improve children's reading skills. However, it is necessary to provide the children with adequate input before they did activities that are related to the signs and symbols individually, in pairs, or in groups. The input could be in the form of pictures presentation, games, song, or other reading activities. To maintain the children's interest on the signs and symbols, different topic should be used in each meeting. The rules also need to be modified to avoid children's boredom.

2. For Other Researchers of English Education Department

The focus of this study was on improving children's reading skills by using signs and symbols. The findings of the study may be used as references for other researchers who are interested in conducting research related to reading skills as well as the use of signs and symbols. However, signs and symbols may be implemented to overcome problems of other language skills in the teaching and learning process. They can also be used for other levels of language learners.

3. For the Students of Elementary School

The students should be more active to practice English, especially in reading. In this case, signs and symbols can be one of the media in learning reading more interesting.

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APPENDIXES

APPENDIX A: COURSE GRID

Course Grid
Improving Reading Skills through Signs and Symbols at the 4th grade Students of SD N Suruh (Cycle 1)

Standard of Competence:

3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Signs and Symbols
3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata dan frasa	• Children are able to read the signs and symbols available in the school area. • Children are able to match words or phrase with the appropriate signs and symbols in the school area. • Children are able to answer question related to the signs and symbols in the school area. • Children are able to read aloud signs and symbols in the school area.	❖ Topic: School area. ❖ Language Function: Expression of instruction: 1. Be careful, there is a school over there. 2. Please, enter to the class at the entrance symbols. 3. Please, out from the class at the exit symbols. 4. Don't mistake. 5. A female in toilet with a woman's	- Pictures - Board	I	I	➤ Presentation ▪ The teacher asks children to read alphabet. ▪ The teacher shows some signs and symbols available in the school area. ▪ The teacher asks question and answer activity related signs and symbols. ▪ The teacher introduces new vocabulary about signs and symbols available in the school area. ▪ The teacher reads signs and symbols and then children follow it. ▪ The teacher checks the children's pronunciation.	  

		symbol and male in toilet with a man's symbol. 6. Let's pray in the mosque. ❖ Pronunciation /sku:l/ /'en.trənts/ /'ek.sɪt / /'tɔɪ.lət / /mɒsk / ❖ Vocabulary School, entrance, exit, toilet, mosque.				➤ Practice ▪ The teacher asks children to match signs and symbols with appropriate words. ▪ Children read aloud the word of signs and symbols. ▪ The teacher drills the functions of signs and symbols. ▪ Children practice to read the functions of signs and symbols. ➤ Production ▪ The teacher divides children into five groups, consisting of five children. ▪ Each group got jumbled word and then they should arrange it. ▪ Each group should read the word loudly in front of the class together.	  
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3.1 Membaca nyaring dengan alphabet dan ucapan yang tepat yang melibatkan kata dan frasa, dan kalimat sangat sederhana	• Children are able to read the traffic signs. • Children are able to match words or phrases with the appropriate signs. • Children are able to do the exercise related to the traffic signs. • Children are able to read aloud a short text related to the traffic signs.	❖ Topic: Traffic signs. ❖ Language Function: Expression of instruction: 1. Turn left, please. 2. No turn left at this street. 3. Turn right, please. 4. No turn right at this street. 5. Please, turn at the U turn sign. 6. Don't turn at the No U turn sign. 7. Please, stop on there. 8. No parking area. ❖ Pronunciation / tɜ:n left/ / nəʊ tɜ:n left/ / tɜ:n raɪt/ / nəʊ tɜ:n raɪt/ / ju: tɜ:n/ / nəʊ ju: tɜ:n/ / stɒp/ / nəʊ 'pɑ:.kɪŋ/	- Pictures - Board - map	I 2	➤ Presentation ▪ The teacher asks children to remind the lesson that they have learnt last week. ▪ The teacher shows some traffic signs. ▪ The teacher asks question and answer activity related to the traffic signs. ▪ The teacher introduces new vocabulary about traffic signs. ▪ The teacher reads the traffic signs and then children follow it. ▪ The teacher checks the children's pronunciation. ➤ Practice ▪ The teacher asks children to match traffic signs with appropriate word or phrase. ▪ Children read aloud the word of traffic signs. ▪ The teacher drills the function of the traffic signs. ▪ Children practice to read the functions of the traffic signs.	
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		❖ Vocabulary Turn left, no turn left, turn right, no turn right, U turn, no U turn, stop, no parking, street.				➤ Production ▪ The teacher divides children into five groups, consisting of five children. ▪ The teacher invites the leader of each group to come in front of the class. ▪ Each group got a text and a map. ▪ Every member of the the group should read the instructions in turn and other members stick the sign on the map. ▪ The group who finishes the game then says 'BINGO', and should read the text loudly in front of the class together. ▪ The group that finishes first is the winner and gets great point.	  
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3.1 Membaca nyaring dengan alphabet dan ucapan yang tepat yang melibatkan kata dan frasa, dan kalimat sangat sederhana	• Children are able to read the signs and symbols that are available in the public places. • Children are able to identify the meaning of signs and symbols. • Children are able to match the signs and the public places • Children are able to match the signs and symbols to the definition.	❖ Topic: Public places. ❖ Language Function: Expression of instruction: 1. No smoking in this area. 2. No mobile phone allowed in this area. 3. Use a fire extinguisher to fight fire. 4. Keep clean the classroom! 5. Don't feed the animals at the zoo! 6. Be careful! The floor is wet. 7. Warning! Don't swimming on the beach. 8. Don't bring food and beverage to the library. ❖ Pronunciation /nəʊ 'sməʊ.kɪŋ/ /nəʊ 'məʊ.baɪl ə'laʊəd/ /faɪər ɪk'stɪŋ.gwɪ.fər/	- Pictures - Board	I 3	➤ Presentation ▪ The teacher asks children to remind the lesson that they have learnt last week. ▪ The teacher shows some signs and symbols that are available in the public places. ▪ The teacher conducts question and answer activity related to the signs and symbols that are available in the public places. ▪ The teacher introduces new vocabulary related to the signs and symbols that are available in the public places. ▪ The teacher reads signs and symbols in the public places and then asks the children to follow it. ▪ The teacher checks the children's pronunciation. ➤ Practice ▪ The children are divided into 5 groups. ▪ Each group gets a piece of paper that contains several pictures of public places, a piece of paper of instructions, and an envelope containing of	
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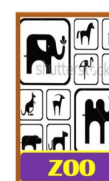
		/ki:p kli:n/ /dəʊnt fi:d ði: 'æn.i.məls/ /wet flɔ:r/ /nəʊ 'swim.ɪŋ/ /nəʊ fu:d ænd drɪŋk/ ❖ Vocabulary Smoking, mobile phone, fire extinguisher, clean, feed, animals, food, drink, beverage, beach, library.				signs and symbols. ▪ In group, the children match the signs to the public places ➤ Production ▪ The children are asked to work in pairs. ▪ In pairs, the children match the signs and symbols to the definitions. ▪ After finishing their work, the children loudly say “Bingo”. ▪ The children should read aloud the signs and the definitions fluently. ▪ The teacher will check the children’s answer.	 
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Course Grid
Improving Reading Skills through Signs and Symbols at the 4th grade Students of SD N Suruh (Cycle 2)

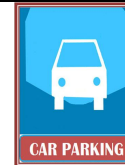
Standard of Competence:

3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Signs and Symbols
3.2 Memahami kalimat dan pesan tertulis sangat sederhana	- Children are able to read the signs and symbols of public places. - Children are able to identify the meaning of signs and symbols. - Children are able to do the exercise related to the signs and symbols of public places - Children are able to match the signs and symbols of public places to the definition. - The children read aloud the	❖ Topic: Public places. ❖ Language Function: Expression of instruction: - Let's eat something at the restaurant. - Get the train ticket at the railway station. - Please, buy the medicine at the pharmacy. - Go to the hospital when you sick. - Let's go to the bus station to get our transportation. - Get some books at the book store. - The plane landing at	- Pictures - Board	II	1	➤ Presentation - The teacher asks children to remind the lesson that they have learnt last week. - The teacher shows some signs and symbols of the public places. - The teacher conducts question and answer activity related to the signs and symbols of the public places. - The teacher introduces new vocabulary related to the signs and symbols of the public places. - The teacher reads signs and symbols of the public places and then asks the children to follow it. - The teacher checks the children's pronunciation.	   

	sentences related to the signs and symbols of public places.	the airport. 8. Let's see many kind of animals at the zoo. ❖ Pronunciation /ˈres.trɒnt/ /ˈreɪl.weɪ/ /bʌs/ /ˈsteɪ.ʃən/ /ˈfɑː.mə.si/ /ˈhɒs.pɪ.təl/ /ˈbʊk.stɔːr/ /ˈeə.pɔːt/ /zuː/ /baɪ/ /bʊk/ /pleɪn/ /ˈlæn.dɪŋ/ /ˈmed.ɪ.sən/ /sɪk/ /ˈhʌŋ.gri/ ❖ Vocabulary Restaurant, railway, bus, station, pharmacy, hospital, bookstore, airport, zoo, buy, book, plane, landing, medicine, sick, hungry.				➤ Practice - Every pair gets a piece of paper contains the signs and symbols of public places with the blank box besides one. - The children should fill the blank with suitable words based on the signs and symbols that were in the task. - The children that finish first then say "FINISH" and read the answer. ➤ Production - In group of five, the children get two pieces of papers. First paper containing the instructions and other one is the 'snake track' in the A3 size. - The children do the task should listen to the researcher's instructions carefully to complete the task. - The children stick the answer on the 'snake track' with the appropriate signs or symbols. - After finishing their work, they should raise their hand and say "FINISH". Then,	   
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						they should read the sentences loudly. The groups who finish first and read the sentence fluently get a reward.	
3.2 Memahami kalimat dan pesan tertulis sangat sederhana	- Children are able to read the signs and symbols of public places. - Children are able to identify the meaning of signs and symbols. - Children are able to do the exercise related to the signs and symbols of public places - Children are able to match the signs and symbols of public places to the definition. - The children read aloud the sentences related to the signs and symbols of public places.	❖ Topic: Public places. ❖ Language Function: Expression of giving instructions: - Let's go to the post office to send a letter. - Let's go to the police station to inform the criminal accident. - Let's read the book at the library. - Please, parking your car at the car parking. - Let's save our money at the bank. - Let's go to the supermarket to buy our daily needs. ❖ Pronunciation /pəʊst 'ɒf.ɪs/	- Pictures - Board	II	2	➤ Presentation - The teacher asks children to remind the lesson that they have learnt last week. - The teacher shows some signs and symbols of the public places. - The teacher conducts question and answer activity related to the signs and symbols of the public places. - The teacher introduces new vocabulary related to the signs and symbols of the public places. - The teacher reads signs and symbols of the public places and then asks the children to follow it. - The teacher checks the children's pronunciation. ➤ Practice - Every child gets a piece of paper contains the signs and symbols of public places and the question.	  

		/'su:.pə'mɑ:.kɪt/ /send/ /pə'li:s 'steɪ.fə n/ /m'fɔ:m/ /'let.ə r / /'laɪ.brər.i/ /'krɪm.i.nəl 'æk.sɪ.d ə nt/ /serv/ /kɑ: r 'pɑ:.kɪŋ/ /'deɪ.li ni:ds/ /'mʌn.i/ /bæŋk/ ❖ Vocabulary Post office, police station, library, car parking, bank, supermarket, inform, criminal accident, daily needs, send, letter, save, money.				▪ The children do the by filling the blank task. ▪ The children should fill the blank with suitable words based on the signs and symbols that were in the task. ▪ The children that finish first then say “BINGO” and read the answer. ➤ Production ▪ In group of five, the children get a big piece of paper containing the ‘snake track’, an envelope containing the signs and symbols, and a piece of paper containing the expression of giving instructions. ▪ The children do the task by fill the blank. The answers are providing. ▪ The children stick the answer on the ‘snake track’ with the appropriate signs or symbols. ▪ After finishing their work, they should raise their hand and say “FINISH”. Then, they should read the sentences loudly. ▪ The pairs who finish first and read the sentence fluently get a reward.	  
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APPENDIX B:

LESSON PLANS

LESSON PLAN

School	: SD Negeri Suruh
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Topic	: School Area
Skill	: Reading
Meeting	: 1
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 3. Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
Basic Competency	: 3.1 Membaca nyaring dengan alphabet dan ucapan yang tepat yang melibatkan kata dan frasa
Indicators	: • Children are able to read the signs and symbols available in the school area. • Children are able to match words or phrases with the appropriate signs and symbols in the school area. • Children are able to answer question related to the signs and symbols in the school area. • Children are able to read aloud signs and symbols in the school area.

A. Learning Objective

At the end of the lesson, children are able to use the signs and symbols in their daily life.

B. Learning Materials

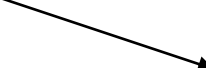
1. Language functions

Expression of giving instructions:

1. Be careful, there is a school over there.
2. Please, enter to the class at the entrance symbols.
3. Please, out from the class by following the exit symbols.
4. Don't make a mistake. A female in toilet with a woman's symbol and male in toilet with a man's symbol.
5. Let's pray in the mask.

➤ **Matching signs and symbols with appropriate words**

Match the signs and symbols in the left side with appropriate word in the right side. No.1 was done as an example.

1.			
2.			
3.			
4.			
5.			
6.			

➤ **Random words**

- there is a school - Be careful, -over there.
- at the entrance symbols. - enter to the class - Please,
- Please, - by following the exit symbols. - out from the class
- A female - Don't make a mistake. - in toilet with - a woman's symbol
- in toilet with - A male, - a man's symbol.

- **Let's pray in the mosque!**

2. Pronunciation

/sku:l/

/'en.trənts/

/'ek.sɪt /

/'tɔɪ.lət /

/mɒsk /

3. Vocabulary

School, entrance, exit, toilet, mosque.

C. Learning Media



School



Entrance



Exit



Toilet for
Woman



Toilet for
man



Mosque

D. Method : PPP (Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Pre-teaching

- The teacher greets the children.
- The teacher asks the students' condition.
- The teacher leads the prayer.
- The teacher checks the students' attendance.

2. Whilst-teaching

a. Presentation

- The teacher asks children to read alphabet.
- The teacher shows some signs and symbols available in the school area.
- The teacher asks question and answer activity related signs and symbols.
- The teacher introduces new vocabulary about signs and symbols available in the school area.
- The teacher reads signs and symbols and then children follow it.
- The teacher checks the children's pronunciation.

b. Practice

- In pairs, the children match the signs and symbols with definition.
- Children read aloud the word of signs and symbols.
- The teacher drills the expression of instruction.
- Children practice to read the expression of instruction.

c. Production

- The teacher divides children into five groups, consisting of five children.
- Each group got jumbled words
- Each group arranged the jumbled word into simple instructions.
- Each group should read the word loudly in front of the class together.

3. Post-teaching

- The teacher asks the students' difficulties during the teaching and learning process.
- The teacher reviews the lessons together with the students.
- The teacher closes the teaching and learning process.

F. Source: - <http://www.signology.org/>
 - <http://blog.stocksigns.co.uk/safety-signs-symbols-and-colour-codes-a-simple-guide/>

G. Assessment

No.	Fluency	Accuracy			Scores
		Grammatical	Pronunciation	Vocabulary	

Bantul, 02 November 2013

English Teacher

Researcher

Suparmiasih, S. Pd.

Dwi Priyanti

LESSON PLAN

School	: SD Negeri Suruh
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Topic	: Traffic Signs
Skill	: Reading
Meeting	: 2
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 3. Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
Basic Competency	: 3.1 Membaca nyaring dengan alphabet dan ucapan yang tepat yang melibatkan kata dan frasa, dan kalimat sangat sederhana.

Indicators

:

- Children are able to read the traffic signs.
- Children are able to match words or phrases with the appropriate signs.
- Children are able to do the exercise related to the traffic signs.
- Children are able to read aloud a short text related to the traffic signs.

A. Learning Objective

At the end of the lesson, children are able to use the traffic signs in their daily life.

B. Learning Materials

1. Language functions

Expression of giving instructions:

1. Turn left, please.
2. No turn left at this street.
3. Turn right, please.
4. No turn right at this street.
5. Please, turn at the U turn sign.
6. Don't turn at the No U turn sign.
7. Please, stop on there.
8. No parking for all vehicles.

➤ **Matching the traffic signs with appropriate words or phrase**

Match the traffic signs in the left side with appropriate word or phrase in the right side. No.1 was done as an example.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

➤ **Stick the signs according to the instruction below**

Please enter in the gate 1 by following the 'entrance symbols'. Then, turn left at the 'turn left sign', but do not turn left at the 'no turn left sign'. Next, turn right at the 'turn right' sign. Please, do not turn at the 'no U turn sign'. Stop the vehicle at the 'stop sign' and do not parking at the 'no parking' area.

2. Pronunciation

/tʃ:n left/

/nəʊ tʃ:n left/

/tʃ:n raɪt/

/nəʊ tʃ:n raɪt/

/ju: tʃ:n/

/nəʊ ju: tʃ:n/

/stɒp/

/nəʊ 'pɑ:kiŋ/

/'vi:ɪ.kl/

/stri:t/

3. Vocabulary

Turn left, no turn left, turn right, no turn right, U turn, no U turn, stop, no parking, vehicle, and street.

C. Learning Media



TURN LEFT



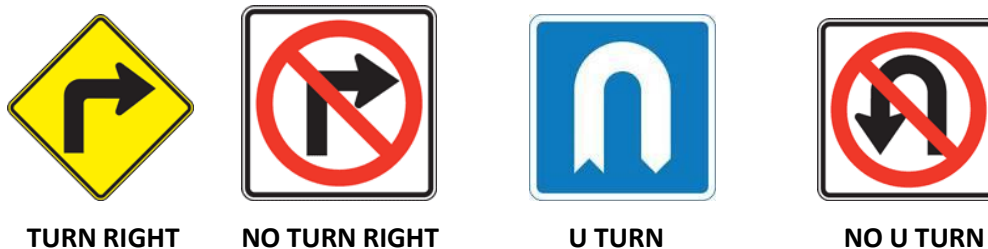
NO TURN LEFT



STOP



NO PARKING



D. Method : PPP (Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Pre-teaching

- b. The teacher greets the children.
- c. The teacher asks the students' condition.
- d. The teacher leads the prayer.
- e. The teacher checks the students' attendance.

2. Whilst-teaching

a. Presentation

- The teacher asks children to remind the lesson that they have learnt last week.
- The teacher shows some traffic signs.
- The teacher asks question and answer activity related to the traffic signs.
- The teacher introduces new vocabulary about traffic signs.
- The teacher reads the traffic signs and then children follow it.
- The teacher checks the children's pronunciation.

b. Practice

- The teacher asks children to match traffic signs with appropriate word or phrase.
- Children read aloud the word of traffic signs.
- The teacher drills the expression of instruction related to the traffic signs.
- Children practice to read the expression of instruction related to the traffic signs.

c. Production

- The teacher divided children into five groups, consisting of five children.
- The teacher invites the leader of the groups to come in front of the class.
- Each group got a text and a map.
- In turn, every member should read one sentence or instruction of the text and other members stick the sign on the map.
- The group who finishes the game then says 'BINGO', and should read the text loudly in front of the class together.
- The group that finishes first is the winner and got a reward.

3. **Post-teaching**

- The teacher asks the students' difficulties during the teaching and learning process.
- The teacher reviews the lessons together with the students.
- The teacher closes the teaching and learning process.

- F. **Source:** - <http://blog.stocksymbols.co.uk/safety-signs-symbols-and-colour-codes-a-simple-guide/>
 - <http://web.mst.edu/~gdoty/classes/concepts-practices/symbolism.html>

G. **Assessment**

No.	Fluency	Accuracy			Scores
		Grammatical	Pronunciation	Vocabulary	

Bantul, 09 November 2013

English Teacher

Researcher

Suparmiasih, S. Pd.

Dwi Priyanti

LESSON PLAN

School	: SD Negeri Suruh
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Topic	: Public Places
Skill	: Reading
Meeting	: 3
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 3. Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
Basic Competency	: 3.1 Membaca nyaring dengan alphabet dan ucapan yang tepat yang melibatkan kata dan frasa, dan kalimat sangat sederhana.

Indicators :

- Children are able to read the signs and symbols that are available in the public places.
- Children are able to identify the meaning of signs and symbols.
- Children are able to match the signs and the public places
- Children are able to match the signs and symbols to the definition.

A. Learning Objective

At the end of the lesson, children are able to use the signs and symbols in their daily life.

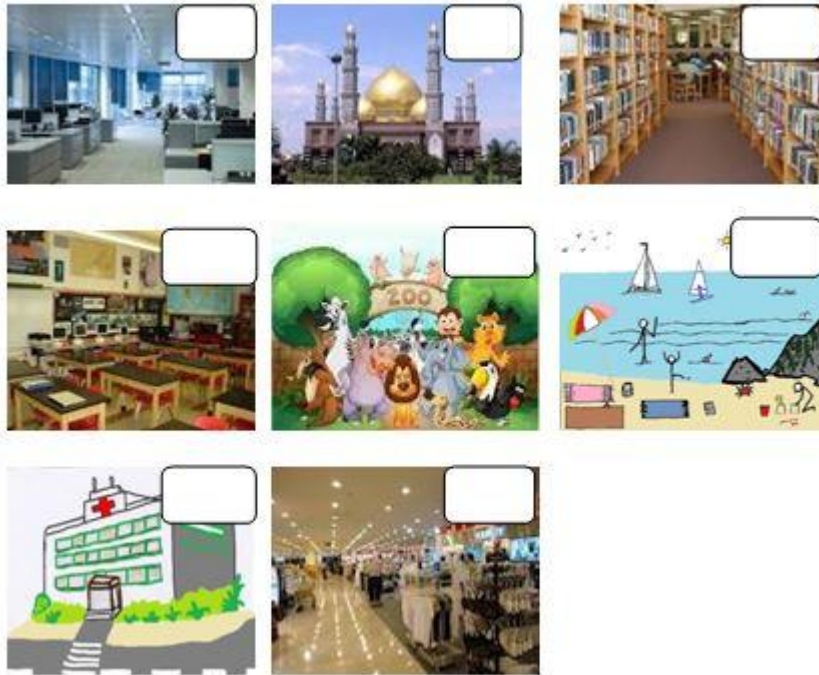
B. Learning Materials

1. Language functions

Expression of giving instructions:

1. No smoking in this area.
2. No mobile phone allowed in this area.
3. Use a fire extinguisher to fight fire.
4. Keep clean the classroom.
5. Don't feed the animals at the zoo.
6. Be careful. The floor is wet.
7. Warning. Don't swimming on the beach.
8. Don't bring food and beverage to the library.

- Stick please. Match the signs and symbols with the pictures of public places below. Work in group.



- In pairs, match the signs and symbols that are available in the public places with the definition.

SIGNS AND SYMBOLS	DEFINITION
	KEEP CLEAN

2. Pronunciation

/nəʊ 'sməʊ.kɪŋ/

/nəʊ 'məʊ.bɑ:l ə'laʊəd/

/fɑ:ər ɪk'stɪŋ.gwɪ.ʃər/

/ki:p kli:n/

/dəʊnt fi:d ði: 'æn.i.məls/

/wet flɔ:r/

/nəʊ 'swɪm.ɪŋ/

/nəʊ fu:d ænd drɪŋk/

3. Vocabulary

Smoking, mobile phone, fire extinguisher, clean, feed, animals, food, drink, beverage, beach, library.

C. Learning Media



D. Method : PPP (Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Pre-teaching

- a. The teacher greets the children.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Whilst-teaching

a. Presentation

- The teacher asks children to remind the lesson that they have learnt last week.
- The teacher shows some signs and symbols that are available in the public places.
- The teacher conducts question and answer activity related to the signs and symbols that are available in the public places.
- The teacher introduces new vocabulary related to the signs and symbols that are available in the public places.
- The teacher reads signs and symbols in the public places and then asks the children to follow it.
- The teacher checks the children's pronunciation.

b. Practice

- The children are divided into five groups.
- Each group gets a piece of paper that containing several pictures of public places, a piece of paper about the instructions, and an envelope containing the signs and symbols that are available in the public places.
- In group, the children match the signs with the public places and stuck the signs and symbols on the pictures of public places

c. Production

- The children are asked to work in pairs.
- In pairs, the children match the signs and symbols to the definitions.
- After finishing their work, the children loudly say "BINGO".
- The children should read aloud the signs and the definitions fluently.
- The teacher will check the children's answer.

3. Post-teaching

- The teacher asks the students' difficulties during the teaching and learning process.
- The teacher reviews the lessons together with the students.
- The teacher closes the teaching and learning process.

F. Source: - Wright. Andrew. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press.

- <http://blog.stocksigns.co.uk/safety-signs-symbols-and-colour-codes-a-simple-guide/>
- <http://web.mst.edu/~gdoty/classes/concepts-practices/symbolism.html>

G. Assessment

No.	Fluency	Accuracy			Scores
		Grammatical	Pronunciation	Vocabulary	

Bantul, 16 November 2013

English Teacher

Researcher

Suparmiasih, S. Pd.

Dwi Priyanti

LESSON PLAN

School	: SD Negeri Suruh
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Topic	: Public Places
Skill	: Reading
Meeting	: 4
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 3. Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
Basic Competency	: 3.2 . Memahami kalimat dan pesan tertulis sangat sederhana
Indicators	: • Children are able to read the signs and symbols of public places. • Children are able to identify the meaning of signs and symbols. • Children are able to do the exercise related to the signs and symbols of public places • Children are able to match the signs and symbols of public places to the definition. • The children read aloud the sentences related to the signs and symbols of public places.

A. Learning Objective

At the end of the lesson, children are able to use the signs and symbols of the public places in their daily life.

B. Learning Materials

1. Language functions

Expression of giving instructions:

1. Let's eat something at the restaurant.
2. Get the train ticket at the railway station.
3. Please, buy the medicine at the pharmacy.
4. Go to the hospital when you sick.
5. Let's go to the bus station to get our transportation.
6. Get some books at the book store.
7. Let's see the plane at the airport.
8. Find some kind of animals at the zoo.

Complete the sentence based on the picture.



We buy some books at



A plane landing at



We can get a medicine at



I am sick, I should go to ... to check my condition.



I am hungry. Let's buy some food at



We can buy the train ticket at the



In the ... we can see some kind of animals.



We can stop the bus at the

- **Stick the signs and symbols on the snake track and match them with the definition.**



2. Pronunciation

- | | | | |
|-----------------|-----------------|---------|----------------|
| a. /'res.trɒnt/ | - /'fɑ:.mə.si/ | - /zu:/ | - /'læn.dɪŋ/ |
| b. /'reɪl.weɪ/ | - /'hɒs.pɪ.təl/ | - /baɪ/ | - /'med.ɪ.sən/ |

- c. /bʌs/ - /'bʊk.stɔːr/ - /bʊk/ - /sɪk/
 d. /'steɪ.fən/ - /'eə.pɔːt/ - /pleɪn/ - /'hʌŋ.gri/

3. Vocabulary

Restaurant, railway station, pharmacy, hospital, bus station, bookstore, airport, zoo, buy, buy, plane, landing, medicine, sick, hungry.

C. Learning Media



D. Method : PPP (Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Pre-teaching

- The teacher greets the children.
- The teacher asks the students' condition.
- The teacher leads the prayer.
- The teacher checks the students' attendance.

2. Whilst-teaching

- Presentation
 - The teacher asks children to remind the lesson that they have learnt last week.

- The teacher shows some signs and symbols of the public places.
- The teacher conducts question and answer activity related to the signs and symbols of the public places.
- The teacher introduces new vocabulary related to the signs and symbols of the public places.
- The teacher reads signs and symbols of the public places and then asks the children to follow it.
- The teacher checks the children's pronunciation.

b. Practice

- Every pair gets a piece of paper containing the signs and symbols of public places and the sentence with blank box besides one.
- The children should fill the blank with suitable words based on the signs and symbols that were in the task.
- The children that finish first then say "FINISH" and read the answer.

c. Production

- In group of five, the children get two pieces of papers and an envelope containing the signs and symbols. First paper was the instructions in normal size and other one was the 'snake track' in A3 paper.
- The children should listen to the instructions carefully to complete the task. The answers are providing.
- The children stick the the signs and symbols on the 'snake track'.
- After finishing their work, they should raise their hand and say "FINISH". Then, they should read the sentences loudly.
- The groups who finish first and read the sentence fluently get a reward.

3. Post-teaching

- The teacher asks the students' difficulties during the teaching and learning process.
- The teacher reviews the lessons together with the students.
- The teacher closes the teaching and learning process.

F. Source: - Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

- <http://web.mst.edu/~gdoty/classes/concepts-practices/symbolism.html>

G. Assessment

No.	Fluency	Accuracy			Scores
		Grammatical	Pronunciation	Vocabulary	

Bantul, 30 November 2013

English Teacher

Researcher

Suparmiasih, S. Pd.

Dwi Priyanti

LESSON PLAN

School	: SD Negeri Suruh
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Topic	: Public Places
Skill	: Reading
Meeting	: 5
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 3. Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
Basic Competency	: 3.2 . Memahami kalimat dan pesan tertulis sangat sederhana
Indicators	: • Children are able to read the signs and symbols of public places. • Children are able to identify the meaning of signs and symbols. • Children are able to do the exercise related to the signs and symbols of public places • Children are able to do the quiz of signs and symbols of public places to the definition. • The children read aloud the sentences related to the signs and symbols of public places.

A. Learning Objective

At the end of the lesson, children are able to use the signs and symbols of the public places in their daily life.

B. Learning Materials

1. Language functions

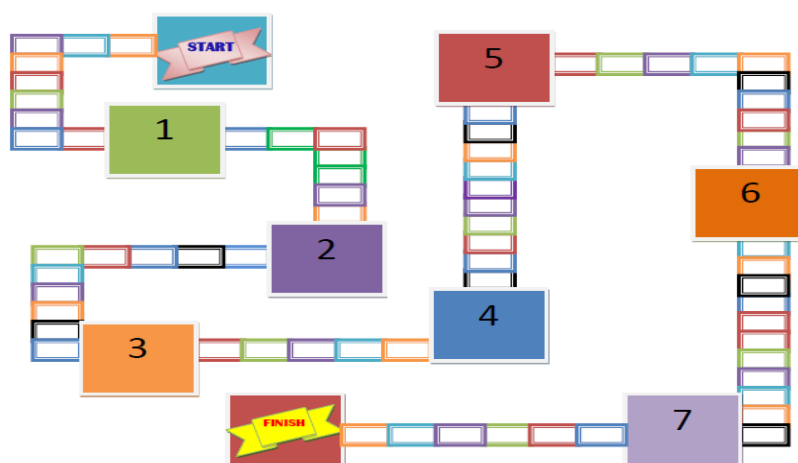
Expression of giving instructions:

1. Let's go to the post office to send a letter.
2. Let's go to the police station to inform the criminal accident.
3. Let's read the book at the library.
4. Please, parking your car at the car parking.
5. Let's save our money at the bank.
6. Let's go to the supermarket to buy our daily needs.

- **Listen carefully. Organized the number by write one on each box according to the sentence that teacher read and say 'BINGO' after finishing the work.**

	Let's go to the police station to inform the criminal accident.	
	Let's go to supermarket to buy our daily needs.	
	Let's go to the post office to send a letter.	
	Let's save our money at the bank.	
	Let's read the book at the library.	
	Please, parking your car at the car paking.	
	Let's buy a medicine at the pharmacy.	

- **Stick the signs and symbols on the snake track and match them with the definition.**



2. Pronunciation

- | | | |
|-------------------------|---------------------|---------------|
| - /pəʊst 'vɪs/ | - /'suː.pə.maː.kɪt/ | - /send/ |
| - /pə'liːs 'steɪ.ʃ ə n/ | - /ɪn' fɔːm/ | - /'let.ə r / |

- /'laɪ.brər.i/ - /'krɪm.ɪ.nəl 'æk.sɪ.d ə nt/ - /seɪv/
- /kɑː r 'pɑː.kɪŋ/ - /'deɪ.li niː.dz/ - /'mʌn.i/
- /bæŋk/

3. Vocabulary

Post office, police station, library, car parking, bank, supermarket, inform, criminal accident, daily needs, send, letter, save, money.

C. Learning Media



D. Method : PPP (Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Pre-teaching

- a. The teacher greets the children.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Whilst-teaching

- a. Presentation
 - The teacher asks children to remind the lesson that they have learnt last week.
 - The teacher shows some signs and symbols of the public places.

- The teacher conducts question and answer activity related to the signs and symbols of the public places.
- The teacher introduces new vocabulary related to the signs and symbols of the public places.
- The teacher reads signs and symbols of the public places and then asks the children to follow it.
- The teacher checks the children's pronunciation.

b. Practice

- Every child gets a piece of paper containing the signs and symbols of public places with the sentence and blank boxes.
- The children listen to the researcher's instructions carefully and then fill the blank with number based on the instructions.
- The children say 'BINGO' after finishing the work.
- The first three of children then read aloud the sentence fluently.
- The child who read fluently is a winner and got a great reward.

c. Production

- The children are divided in group of five.
- Each group got a big piece of papers containing of the 'snake track', an envelope containing the signs and symbol, and a piece of paper containing the expression of giving instruction.
- Each group listens to the reseracher's instructions carfully.
- Each group read the expression to find out the suitable instructions and then stuck the signs and symbols on the 'snake track'.

- After finishing their work, they should raise their hand and say “BINGO”. Then, each member should read one sentences loudly and fluently.

3. Post-teaching

- The teacher asks the students’ difficulties during the teaching and learning process.
- The teacher reviews the lessons together with the students.
- The teacher closes the teaching and learning process.

F. **Source:** - Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

- <http://web.mst.edu/~gdoty/classes/concepts-practices/symbolism.html>

G. Assessment

No.	Fluency	Accuracy			Scores
		Grammatical	Pronunciation	Vocabulary	

Bantul, 7 Desember 2013

English Teacher

Researcher

Suparmiasih, S. Pd.

Dwi Priyanti

APPENDIX C: INSTRUMENTS

INTERVIEW GUIDELINE

A. Before Implementation

1. For the English Teacher
 - a. Bagaimana pembelajaran bahasa Inggris kelas 4 di sekolah ini?
 - b. Bagaimana penyampaian materi dan penggunaan media dalam pembelajaran bahasa Inggris?
 - c. Apakah ada kendala dalam proses pembelajaran bahasa Inggris? Jika ada, kendala apakah itu? Pada skill apa? Mengapa?
2. For the students
 - a. Apakah Adik suka pelajaran/belajar bahasa Inggris? Mengapa?
 - b. Bagaimanakah pembelajaran bahasa Inggris hari ini? Apakah ada kesulitan? Jika ada, kesulitan apakah itu? Mengapa?
 - c. Kegiatan apa yang paling Adik suka ketika belajar bahasa Inggris?

B. After Implementation

1. For the English teacher
 - a. Bagaimanakah penerapan action yang telah dilakukan?
 - b. Bagaimana penerapan menggunakan symbol dapat membantu siswa dalam belajar membaca?
 - c. Bagaimana kemampuan siswa dalam penggunaan language functions yang telah diajarkan?
2. For the Students
 - a. Apakah Adik suka belajar membaca dengan menggunakan symbol dan didukung game?
 - b. Apakah Adik merasa terbantu dengan menggunakan simbol untuk latihan membaca?

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : Class :
 Time : Observer :

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The teacher greets the students.			
2.	The teacher leads a prayer.			
3.	The teacher asks the students' condition.			
4.	The teacher checks the students' attendance.			
5.	The teacher outlines the lesson.			
6.	The teacher explains the goal of the lesson.			
	B. Whilst-teaching			
	• Presentation			
7.	The teacher introduces the topic.			
8.	The teacher introduces new words.			
9.	The teacher introduces language function and the context.			
10.	The teacher gives examples of the language functions.			
11.	The teacher uses media in presentation.			
12.	The teacher delivers the materials clearly.			
13.	The teacher checks the students' understanding and students' pronunciation.			
	• Practice			
14.	The teacher gives reading activities.			
15.	The teacher provides context for students to reading.			
16.	The teacher corrects the students' mistakes and students' pronunciation.			
	The teacher gives sufficient time to reading the materials.			
	• Production			
17.	The teacher monitors the students during the activity.			
	B. Post-Teaching			
18.	The teacher summarizes the lesson.			
19.	The teacher reflects the teaching and learning.			
20.	The teacher gives reward.			
21.	The teacher say "good bye".			

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The students respond to the greeting.			
2.	The students say a prayer.			
3.	The students pay attention to the explanation.			
	B. While-Teaching			
	• Presentation			
4.	The students know the topic and the new words.			
5.	The students pay attention to the presentation.			
6.	The students are interested to the explanation.			
7.	The students understand language function and instruction.			
	• Practice			
8.	The students do the reading activities.			
9.	The students practice to read the language function in the class.			
10.	The students ask questions when they do not understand.			
	• Production			
11.	The students do the reading activities.			
12.	The students are interested to read the lesson through signs and symbols.			
13.	Students who are shy can take part in the activity without being stay in reading activities.			
14.	All the students are involved in the activity.			
	B. Post-Teaching			
15.	The students understand the lesson.			
16.	The students say “good bye.”			

Adapted from Brown (2001:432-434)

Observer signature

APPENDIX D: FIELD NOTES

1. **Day** : Saturday
Date : October 5th, 2013
Time : 07.30 a.m. – 08.40 a.m.
Place : Classroom

When the English teacher and the researcher went to the classroom, at 07.30 am, the children were not ready yet. Most children were noisy. They played and disturbed their classmates. After they noticed that the English teacher came with the researcher, the children were quiet immediately on their seats. Then, the teacher sat in her seat and the researcher sat at the back of the classroom. Before starting the lesson, the children, the English teacher, and the researcher had a prayer together. The teacher greeted the children, "*Selamat pagi anak-anak*". The children answered, "*Selamat pagi bu...*". The English teacher checked the children's attendance by saying "*Who is absent today?*" They answered "*Masuk semua Bu*". Then, the English teacher told the children that the researcher would accompany them to learn that day. She began the lesson by asking children about the text that was given as a home work last week. The text was about "*part of the body*" and it contained seven sentences. She wrote the text on the board.

When the teacher wrote the text on the board, the children began to make some noises. Some of the children ran around in the class, did activities that were unrelated to the lesson, and disturbed their classmates. However, the teacher just let it and continued the lesson. She read aloud the text and asked the children to repeat after her. Then, she evaluated the home work with the children.

After evaluating the homework, the teacher read the text one more and asked the children to repeat after her. She asked the children to read aloud one by one. However, when one of the children read aloud the text, other children enjoyed their activities that were unrelated to the lesson. It made the class become noisy. There were also some children in and out from the class. It continued until all children got their turn to read.

It was 08.35 a.m. The English class should be ended, and the teacher asked the children to practice reading more and more. Finally, the teacher ended the class by saying "*Good bye and wassalamu'alaikum warrohmatullahi wabarokatuh*" and the children answered "*Wa'alaikumsalam warohmatullahi wabarokatuh*". Then, the English teacher and researcher left the classroom.

2. **Day** : Saturday
Date : November 2nd, 2013
Time : 07.30 a.m. – 08.40 a.m.

Place : Classroom

Today the researcher taught about the signs and symbols in the school area. The lesson was opened by greeting and having prayer. The children's condition and children's attendance were also checked by the researcher. Then, she told the children about the objective of the lesson. In the presentation stage, firstly, she showed some pictures of the signs and symbols that were available in the school area. Next, she introduced the new vocabulary by drilling word by word. Then, she read the function of the signs and symbols and asked the children

to repeat after her. All the children read the materials together in until they could read fluently and understood the meaning of the signs and symbols.

In the practice stage, the children were asked to match the signs and symbols with the definitions. The task was done in pairs. The activities in the practice stage can be seen in the photograph below.

The researcher walked around the class to monitor the children's activities. The researcher checked the children's answer by asking children to read aloud in pairs. **However, there were still some children who could not the task correctly because they did not understand the instruction. Moreover, most of the children could not read the materials correctly and slowly.** So that the researcher should give the instructions until all of the children understand.

In the production stage, the children were divided into five groups. Each group got jumbled words. Then, they should arrange it into simple instructions. Most of the children enjoy their activities. They focused on finishing the task correctly. After arranging the jumbled words, they should read together correctly. The group who could read the sentence correctly should take a picture based on the sentence that they arranged. Next, they should stick the picture on the board. The first group who stuck the picture first was the winner and got a reward.

After the children finished doing the classroom activities, the lesson was reviewed. They were asked about the difficulties and their feeling about all of the classroom activities. They were happy with the class activities and they asked the researcher to teach them again in the next meeting. Then, the class was ended by closing and saying “*Wassalamu’alaikum warohmatullahi wabarokatuh*”.

3. Day : Saturday
Date : November 9th, 2013
Time : 07.30 a.m. – 08.40 a.m.

Place : Classroom

That day November 9th, 2013, the lesson of class four started from 07.30 to 08.40 a.m. The lesson was opened by greeting and having prayer. The children's condition and children's attendance were also checked. The researcher asked the children to sing “*good morning*” together. Then, she introduced the topic of the lesson. The topic was about traffic signs. Next, she told the objective of the lesson and asked the children to remember the lesson that they learned last week about the signs and symbols in the school area.

In the presentation stage, she showed the pictures of traffic signs. Then, she conducted the question and answered activity related to the traffic signs. After that, she introduced new vocabulary related to the traffic signs. Furthermore, she read the traffic signs, asked children to repeat after her, and then checked the children's pronunciation.

In the practice stage, the activities was almost the same as the first meeting, they should match the traffic signs in the “A” side with appropriate word or phrase in the “B” side. The children were asked to work individually. The researcher walked around in the classroom to monitor the children's activities. Afterwards, she and the children discussed the children's work together.

After discussing the children's work, the researcher drilled the meaning of the traffic signs. She asked the children to repeat after her until all of the children could read fluently.

In production stage, the children were divided into five groups, consisting of five children. Then, the researcher invited the leaders of the group to come in front of the class. Each group got a text and a map. Each member of the group should only read one sentence of instruction of the text and another one stuck the signs or symbols on the map. The children should work together, read the instruction and stick the signs or symbols in turn. The group who finished the game should raise their hands and say "BINGO". Then, they should read the text loudly together. The group who read fluently would be a winner and get a reward.

Some children enjoyed their activities, but many children still had difficulty in reading the instructions. They confused about the traffic signs, such as right and left.

The time was over and the researcher ended the lesson by summarizing the lesson. She asked the children to re-read the traffic signs. Then, she also asked the children's difficulties related to the lesson. Finally, she closed the lesson by singing a good bye song.

- 4. Day : Saturday**
Date : November 16th, 2013
Time : 07.25 a.m. – 08.35 a.m.
Place : Classroom

On Saturday, November 16th, 2013, the researcher arrived at school at 07.15. Then she and the English teacher as collaborator went to the classroom at 07.25. The lesson was opened by greeting and having prayer. The researcher asked the children's condition by singing "*Hello, how are you*" song and the children also responded with the song. The children's attendance was also checked. Then, the researcher introduced the topic of the lesson. The topic was about signs and symbols that are available the public places. Then, she told the objective of the lesson and asked children to remember the lesson that they learned last week.

In the presentation stage, firstly, she showed the pictures of signs and symbols. Then, she conducted the question and answered activity related to the ones. Afterward, she introduced new vocabularies that were related to the signs and symbols in the public places. Furthermore, she read the signs and symbols, asked children to repeat after her, and she checked the children's pronunciation.

In the practice stage the children were divided into five groups consisting of five children. Each group got a piece of paper containing several pictures of public places, a piece of paper about the instruction, and an envelope containing the signs and symbols that are available in the public places. In groups, the children matched the signs or symbols with the public places and stuck the signs on the pictures of public places. All children did the task together with their group. The researcher walked around the class to monitor the children's activities.

All of the children enjoyed their activities in group. After finishing their work, they should read the signs and symbols based on the pictures.

In the production stage, the children also played a matching game. In pairs, they matched the signs and symbols to the definitions. After finishing their work, the children raised their hands and said “BINGO”. Then, they should read aloud the definition of signs and symbols loudly and correctly. The researcher checked the children’s answer and gave a reward to a pair of children who could read correctly. The children felt very enthusiastic and happy. All of them enjoyed their activities and did not spend their time with other activities that were unrelated to the lesson.

Finally, the researcher summarized the lesson by asking the children to re-read the instruction related to the signs and symbols that were available in the public places. Then, she asked the children’s difficulties. There were some children in the back who answered. They told that the pictures and the word or phrase of the signs were too small and could not be read from the back clearly. When the time was over, the teacher ended the lesson by singing a “Good bye” song.

5. Day : Saturday
Date : November 30th, 2013
Time : 07.25 a.m. – 08.35 a.m.
Place : Classroom

The researcher and the English teacher as the collaborator came to the class at 07.25 a.m. The lesson was opened by greeting and having prayer. The children sang “*Good Morning*” song together. Then, the researcher checked the children’s condition and the children’s attendance. Afterwards, she introduced the topic of the lesson. The topic was about the signs and symbols of public places. Next, she told to the children about the objective of the lesson and asked children to remember the lesson that they had learnt in the previous meeting.

In the presentation stage, firstly, she showed some pictures of signs and symbols of public places. The pictures used this meeting was bigger than the previous one. Then, she introduced new vocabulary about the signs and symbols. Next, she read the signs and symbols and asked the children to repeat after her. Firstly, she asked all of the children to read after her and then asked the children who sat in the same row to repeat reading after her loudly.

In the practice stage, the children did a reading task through a quiz. They worked in pairs. Every pair got a piece of paper containing the signs and symbols of public places and the sentences with the blank box besides one. They should fill in the blank with suitable words based on the signs and symbols that were in the task. The pair who finished their work should raise their hands and said “FINISH”. Then, every member of the pairs must read their answers loudly and correctly. The children who could read correctly got a good mark. It continued until all of numbers got checked.

Afterwards, the researcher said “silent, please.” to carry out the class circumstance. When the class was silent, then she drills the sentences about

express of giving instruction related to the public places. She drilled the children in row and one by one until they could read correctly and understand the meaning of the signs and symbols. Before asking the children to play games, she asked the children to sing “if you happy and you know” song to make the children more enthusiastic in joining the activities.

In addition, she divided the children in group of five on the production stage. In this stage, the children did the reading task in groups by playing board games. Each group gets two pieces of papers and an envelope that contained the signs and symbols and the definitions. First paper was the instruction in normal size and another one was the “snake track” in A3 paper. In groups, they should listen to the instructions carefully to complete the task. Then, they stuck the signs and symbols and the definitions on the “snake track” based on the instructions. After finishing their work, they should raise their hands and said “FINISH” and read aloud their work. The first group who could read correctly got a reward.

Finally, the time was over and she ended the lesson by summarizing the lesson. She asked the children to reread the signs and symbols of the public places and the meaning of them. Then, she also asked the children’s difficulties. The lesson was ended by singing a “Good Bye” song.

6. Day : Saturday
Date : December 7th, 2013
Time : 07.25 a.m. – 08.35 a.m.
Place : Classroom

The second meeting of Cycle 2 was conducted on Saturday, December 7th, 2013. The allocated time was 70 minutes and it was started from 07.30 to 08.40 a.m. The lesson was opened by greeting and having prayer. The children sang “*Good Morning*” song together. Then, the researcher checked the children’s condition and attendance. Afterwards, she introduced the topic of the lesson. The topic was still about the signs and symbols of public places. Next, she told to the children about the objective of the lesson and asked children to remember the lesson that they had learnt in the previous meeting.

In the presentation stage, she showed some pictures of the signs and symbols of public places. The pictures used in this Cycle were bigger than those in the previous meeting. She introduced new vocabulary about the signs and symbols. She also read the materials, asked children to repeat after her in whole class, row by row, and one by one. She checked the children’s pronunciation by asking children to read the signs and symbols.

In the practice stage, the children did a reading task by playing “BINGO” games. The children did the task individually. Each student got a piece of paper containing the signs and symbols of public places with the sentences and blank boxes.

They should listen to the researcher’s instructions carefully and then fill the blank with number based on the instructions. The children who finished their work should raise their hands and then say “BINGO”. Then, he or she should read

their answers loudly. The children who could read the instructions correctly got a great point.

Afterwards, the researcher said “Silent, please.” to make the class situation more conducive. When the class was silent, then she drilled the sentences about express of giving instruction related to the public places. She drilled the children in row and one by one until they could read correctly and understand the meaning of the signs and symbols. Before asking the children to play games, she asked children to sing “if you happy and you know” song to make children more enthusiastic in joining the activities.

In the production stage, the children were divided into five groups of five. They did the reading task by playing board games. Each group got a big piece of papers containing the ‘snake track’, an envelope containing the signs and symbol, and a piece of paper containing the expressions of giving instruction.

Each group should listen to the researcher’s instructions carefully. Then they read the expression to find out the suitable instructions and then stuck the signs and symbols on the ‘snake track’. For example, the researcher said “Number one, a bank”. Then, the children should find out the expression related to the bank, give number in the instructions, and then stuck the signs and symbols on the snack track. It continued until all numbers were done. After finishing their work, they should raise their hands and said “FINISH”. The researcher checked the children’s answer by asking them to read the expressions individually. The group who could read all the instructions correctly got a reward. However, the points were given for the children individually.

Finally, the time was over and she ended the lesson by summarizing the lesson. She asked the children to reread the signs and symbols of public places and the meaning of them. Then, she also asked the children’s difficulties. There was no student who answered and told about their difficulties. Afterward, she asked the children to learn the materials because she would give a test in the next meeting. The lesson was ended by singing a “*Good Bye*” song.

APPENDIX E: INTERVIEW TRANSCRIPTS

Interview 1 (with the English teacher after observation)

Date : Saturday, 12th October, 2013

Place : Teacher's room at SD N Suruh

Interviewee : Suparmiasih, S.Pd.

R : Permissi bu boleh minta waktunya sebentar bu?

ET : Iya mbak, gimana ada yg bisa saya bantu?

R : Begini bu, saya mau tanya-tanya tentang pembelajaran bahasa Inggris di kelas IV.

ET : Oh iya mbak, monggo.

R : Langsung saja ya bu. Kesulitan apa yang sering Ibu hadapi ketika mengajar di kelas?

ET : Kesulitannya banyak mbak. Kalau dikelas tu pada rame semua mbak ga mau diem dan memperhatikan guru, ya termasuk pelajaran bahasa inggris mbak.

R : Kalau ketertarikan anak-anak terhadap bahasa inggris sendiri gimana bu?

ET : Sudah lumayan bagus mbak. Kalau disuruh ngomong sedikit-sedikit udah pada berani mbak walau masih salah pengucapane.

R : Kemudian, untuk kemampuan reading mereka saat ini bagaimana bu? **(Then, how are their reading skills right now?)**

ET : Mereka masih agak kesulitan untuk melafalkan kata. Kosakatanya juga sangat sedikit. Terus kalau disuruh ngerjain tugas banyak yang gak bisa. Padahal pertanyaanya sederhana dan jawabannya juga sudah ada di teks. **(They have difficulties in pronouncing the words. Then if I asked them to do the task, a lot of them could not do the task correctly. Whereas the questions were very simple and they could find the answer in the text.)**

R : Oh begitu, jadi anak-anak masih sedikit rendah ya kemampuan membacanya. Ehm media yang pernah ibu gunakan untuk mengatasi masalah itu apa bu?

ET : Biasanya saya menggunakan teks yang saya ambil dari buku atau lks, kadang juga saya menggunakan gambar tapi ya ga sering sih mbak.

R : Pernah ga ibu menggunakan gambar yang sehari-hari anak lihat apa ga bu? misalnya dengan menggunakan symbol terus aktivitasnya di kombinasikan dengan game atau lagu gitu bu?

ET : Belum pernah mbak.

R : Kalau saya menggunakan signs and symbols sebagai media untuk meningkatkan reading skills mereka gimana bu?

ET : Oh boleh itu mbak, mungkin dengan menggunakan symbol-simbol yang sehari-hari mereka lihat mereka jadi bersemangat untuk membaca, soale kan mereka harus tahu makna dari symbol tersebut.

R : Iya bu... terima kasih ya bu..

ET : Iya mbak sama-sama. Kalau ada yang bisa saya bantu, pasti saya bantu mbak.

R : Terima kasih banyak.

Interview 2 (with the Children after observation)**Date** : Saturday, 12th October, 2013**Place** : IV Classroom at SD N Suruh**Interviewee** : S18: Anindika Dwi Purbaweni (Weni)

R : Hallo, dek Weni, boleh ngobrol sebentar ga?

S18 : Iya boleh. Eh mbak e mau ngajar di sini ya?

R : Iya..

S18 : Asyiiikkk,,, lama ga disini mba?

R : Ehm,,, Cuma sebentar. Nanti mba ngajar sekitar 6 kali pertemuan. Eh mba mau nanya –nanya nih, tadi gimana pelajarane suka ga?

S18 : Ga e mbak, aku ga suka.

R : Kenapa?

S18 : Hla susah.

R : Kok susah? Susahnya kenapa memangnya dek?

S18 : Aku banyak ga ngerti bacaane. Kalo mengartikan bacaan dan membaca itu bacaan-bacaan bahasa inggris kan ya susah mbak.

R : Oh, hla bu Parmi kalo ngajar seringnya gimana? Ada mainannya ga?

S18 : Gak pernah mbak kayae. Seringnya disuruh baca terus ngerjakan soal di LKS.

R : Owh gitu,,, kalo kegiatan yang lain ada ga?

S18 : Ya paling nyanyi. Tapi ya itu-itu aja mbak.

R : Udah di ajari nyanyi apa aja?

S18 : Itu loh mbak, yang *if you happy sama brother John*.

R : okey, makasih ya dek.

S18 : Iya mbak sama-sama.

Interview 3 (with the Children after observation)**Date** : Saturday, 12th October, 2013**Place** : IV Classroom at SD N Suruh**Interviewee** : S3: Rokhimiyatun Khasanah,

S7: Zulvika Adelia Putri,

S25: Wisnu Adi Nugroho

R : Halo adek-adek, boleh ganggu bentar ga?

S7 : Boleh mbak.

S3 : Iya mbak boleh.

S25 : Ada apa e mbak?

R : Gini dek mbak mau tanya-tanya tentang pelajaran Bahasa Inggris, boleh ya?

S7 : Iya mbak, tapi jangan susah-susah ya? Hehehe

R : Iya, *tadi gimana suka gak sama pelajarannya? (How about the lesson? Do you like it.)*S25 : *Gak mbak. Aku gak suka. (No, I do not.)*S3 & 7 : *Biasa aja mbak. (It's the common lesson.)*R : *Kenapa? (Why?)*S7 : *Lha susah. (It was difficult.)*R : *Lha kok susah? Susahnya kenapa memangnya? (Why, what is the difficulty?)*

- S7 : *Aku banyak gak ngerti bacaannya. Kalo mengartikan bacaan agak susah mbak. (I did not know the meaning of words. I found difficulty in translating the text.)*
- R : *Kalo bu guru meminta kalian untuk mengerjakan tugas bisa ngerjain ga? (If the teacher ask you to do the task, did you can do it?)*
- S7 : *Ya kadang bisa kadang ga mbak, hla ga mudeng artine. (Sometime I can do it but other time I cannot. Because I do not understand the meaning of the text and I do not understand the instruction that teacher gave.)*
- R : Oh githu, hla bu guru pernah menggunakan gambar, lagu, atau game tidak?
- S3 : Gambar pernah mbak, lagu juga pernah tapi cuma sekali, tapi kalau game belum pernah.
- S25 : Bu guru ki sering nyuruh membaca itu mbak, teks yang di buku terus disalin udah githu kita disuruh baca sama mengerjakan soal yang ada dibawahnya githu mbak. Terus to mbak habis itu kie langsung di nilai.
- R : Ehm, nek misalnya kalian belajar membaca dalal bahasa Inggris menggunakan gambar yang di kombinasikan dengan game suka ga?
- S25 : Gambar apa mbak?
- R : Misalnya menggunakan symbol-simbol yang biasa sehari-hari kalian lihat seperti ada symbol masjid, symbol cwek dan cwok, rambu-rambu lalu lintas, dsb. Jadi sambil kalian belajar membaca kalian juga akan mengetahui makna dari symbol.
- S7 : Kayaknya menarik sih mbak, dari pada harus mengerjakan soal yang ga tahu artine.
- R : Oh ya terima kasih ya dek atas waktunya.
- S3 : Iya mbak sama-sama.

Interview 4 (with the English teacher after meeting 1 Cycle 1)

Date : Saturday, 2nd November, 2013

Place : Teacher's room at SD N Suruh

Interviewee : Suparmiasih, S.Pd.

R : Ibu, permisi mau ngobrol sebentar, boleh?

ET : Iya mba, boleh-boleh saja. Sini mba ngobrol sini saja.

R : *Ibu, mau Tanya tentang yang tadi telah dilakukan. Menurut ibu gimana? (What do you think about the actions, mom?)*

ET : *Oh, menurut saya sudah cukup lancar dan berhasil mbak. (I think it was success and good enough.)*

R : *Oh githu ya bu, terus bagaimana dengan medianya? Maksud saya signs and symbols. (Then, what about the media? I mean the signs and symbols.)*

ET : *Signs and symbols di modifikasi dengan game sudah lumayan. Anak-anak tadi terlihat antusias saat pelajaran. (The signs and symbols modified with signs it is good enough too. All children looked enthusiastic when they learn.)*

R : Alhamdulillah,.. terus untu kalimat-kalimatnya tadi terlalu susah ga bu?

ET : Gak sih mba, tapi mungkin mereka akan sedikit kesuliatan dalam membaca karena ini baru buat mereka, lain kali lebih banyak drill nya aja mbak.

R : Oh inggih bu, terimakasih atas masukannya.

ET : Iya mba, sama-sama.

Interview 5 (with the Children after Meeting 1 Cycle 1)

Date : Saturday, 2nd November, 2013

Place : IV Classroom at SD N Suruh

Interviewee : S21: Anindi Nur Rohmah (Nindi)

R : Halo dek, boleh ganggu sebentar?

S1 : Iya mb, boleh.

R : Eh, maaf nama adek siapa ya, mbak belum hafal e?

S21 : Anindi Nur Rohmah mba, panggilane Nindi.

R : Oke dek Nindi, mbak mau Tanya-tanya bentar ya...

S21 : Iya mba.

R : *Tadi suka gak belajarnya bahasa Inggris sama mbak Dwi? (Did you like with the lesson today?)*

S21 : *Suka. (Yes, I liked it.)*

R : Kenapa? (Why?)

S21 : *Enak mbak, mbak Dwi ngajarnya pakai gambar dan permainan. (I enjoyed the lesson. You taught us with the pictures and games.)*

R : *Owh githu ya. Terus tadi suka ga gambar dan gamenya? (Then, did you like the pictures and games?)*

S21 : *Suka. (Yes, I did.)*

R : Kenapa kamu suka? (Why do you like it?)

S21 : *Bisa belajar sambil bermain dan ngerti simbol-simbol. (Because I can learn by playing. Besides I also can understand the meaning of signs and symbols.)*

R : *Hapal ga sama kata-katanya? (I could you remember the vocabulary.)*

S21 : *Iya mbak, kadang-kadang lupa, tapi karena sering di ulang-ulang aku jadi ingat lagi mba. (Yes. Sometimes I forget, but I could easily remember when I played the games.)*

R : Okey, terimakasih ya dek.

S21 : Iya mbak, sama-sama.

Interview 6(with the Children after Meeting 1 Cycle 1)

Date : Saturday, 2nd November, 2013

Place : IV Classroom at SD N Suruh

Interviewee : S21: M. Arfian

R : Hai,,, Dek siapa ya? Mbak belum hafal namanya?

S2 : Arfian mbak.

R : Arfian. Okey dek Fian, mbak boleh nanya-nanya bentar ya?

R : Boleh mbak, tapi jangan susah-susah ya mbak.

R : Okey... Dek Fian suka ga tadi sama gambar, symbol dan permainannya? **(Did you like the pictures, the symbols and the games?)**

S2 : *Suka. (Yes. I did.)*

R : *Oh dek ... sukanya kalo ada gambarnya? Tadi ingat semua symbol yang sudah dipelajari tidak? (Oh, you like the pictures, don't you? And do you remember all the signs and symbols that you have learnt?)*

S2 : *Iya. Soalnya tadi gambarnya berwarna jadi suka dan gampang ingat. (Yes. The pictures are colorful so I like that and it facilitate me to remember the vocabulary easily.)*

R : Oh githu ya dek. Jadi kalo menggunakan media yang menarik jadi semangat ya dek belajarnya?

S2 : Iya mba. Pake gambar-gambar, lagu, dan permainan kaya tadi itu mba.

R : Hemm,,, ya udah besok-besok pake gambar dan permainan lagi ya?

S2 : Iya mbak.

R : Makasih ya dek.

S2 : Iya mbak.

Interview 7(with the Children after Meeting 1 Cycle 1)

Date : Saturday, 2nd November, 2013

Place : IV Classroom at SD N Suruh

Interviewee : S12: Riska Dela Rahmawati (Riska)

R : Halo dek... kok sendirian? Ga istirahat?

S12 : Udah tadi bu,,,

R : Eh,, namane siapa dek?

S12 : Riska mbak.

R : Boleh ngobrol bentar ya dek?

S12 : Iya mbak boleh.

R : Dek Riska *tadi suka ga belajar bahasa Inggris sama mba Dwi? (Did you like studying English with mb Dwi?)*

S12 : Suka. **(Yes. I did.)**

R : *Kenapa? (Why?)*

S12 : Asyik. **(It was fun.)**

R : *Owh githu ya, terus tadi kan jpakai symbol-smbol buat belajar membaca, suka ga? (Then, did you like the signs and symbols in teaching and learning of reading today?)*

S12 : Suka. **(Yes, I did.)**

R : *Kenapa sukanya? (Why do you like it?)*

S12 : *Simbolnya kan berwarna mba, terus ada permainannya juga jadi enak belajarnya. (The signs and symbols are colorful and it also modified with the games, so I enjoyed it.)*

R : *Tadi bisa baca kalimat-kalimat yang berhubungan dengan symbol itu ga? (Can you read the sentences that related to the signs and symbols?)*

S12 : *Iya, mba, aku bisa... (Yes. I can read it.)*

R : Okey, deh dek, makasih ya...

S12 : Iya mbak,,,

Interview 8 (with the children after meeting 2 Cycle 1)

Date : Saturday, 9th November, 2013

Place : Teacher office at SD N Suruh

Interviewee : Suparmiasih, S. Pd.

R : Maaf bu, boleh ngobrol sebentar?

ET : Iya mbak, sini gimana? Ada yang bisa saya bantu?

- R : Menurut ibu bagaimanakah pembelajaran bahasa Inggris pada pertemuan kedua tadi?
- ET : Sudah lumayan bagus mbak. Tapi yang perintah dalam pada practice and production stage nya dibanyakin contohnya ya mbak. Soale tadi saya lihat banyak yang belum paham dengan perintah menggunakan bahasa inggris, jadi mereka terlihat bingung dalam mengerjakan tugas
- R : Apakah menurut ibu penggunaan signs and symbols yang ada di public places seperti traffic signs tadi dapat membuat siswa tertarik dan termotivasi untuk belajar reading?
- ET : Iya, saya lihat tadi di kelas siswa-siswa nya pada tertarik, siswa yang biasanya ramai dan membuat gaduh di kelas tadi terlihat tenang selama proses kegiatan belajar berlangsung, dan siswa juga termotivasi untuk membaca, padahal biasanya susah mbak.
- R : Oh begitu ya bu, terima kasih geh bu sudah mau meluangkan waktu untuk sharing. Maaf jadi ganggu jam istirahat ibu.
- ET : Ga apa-apa mbak, ga ganggu kok malah seneng bisa sharing kaya gini.

Interview 9 (with the children after meeting 2 Cycle 1)

Date : Saturday, 9th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : S16: Laely Vita Deviana (Laely)

R : Halo, ini dek siapa ya?

S16 : Lalely mbak.

R : Oh iya, dek Laely boleh nanya-nanya bentar ga?

S16 : Iya mbak boleh, tanya apa ya mbak?

R : Menurut dek Laely, pelajaran bahasa Inggris tadi menarik ga?

S16 : Iya mbak, menarik. Soale kan tadi pake gambarnya yang warna-warni terus udah githu pas ngerjain tugasnya juga ga susah banget mbak kan udah tahu artine mbak. Pokoknya asik lah mbak.

R : Oh githu. Jadi nek besok-besok belajarnya masih menggunakan symbol-simbol seperti tadi kira-kira bosen apa ga?

S16 : Ya nek tiap pelajaran simbolnya beda-beda ga bosen mbak, terus juga tetep pake permainan mbak biar teman-teman itu ga pada rame sendiri mbak.

R : Okay dek, terima kasih ya.

S16 : Iya mbak sama-sama.

Interview 10 (with the children after meeting 2 Cycle 1)

Date : Saturday, 9th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : S13: Nur Hidayah Pratiwi (Tiwi)

R : Halo dek Amel. Mbak boleh nanya-nanya bentar ga?

S13 : Halo mbak, iya boleh mbak.

R : Gimana tadi pelajaran bahasa Inggrisnya?

S13 : Asik mbak.

R : Apakah menurut adek penggunaan signs and symbols pada pelajaran bahasa inggris tadi menarik dan membuat kalian lebih termotivasi untuk membaca?

- S13 : Iya mbak, menarik. Kelas juga jadi lebih tenang ga ramai seperti biasane.
 R : Oh githu, jadi nek pertemuan berikutnya masih menggunakan symbol-simbol kaya tadi ga apa-apa?
 S13 : Iya ga apa-apa mbak, malah seneng kok mbak.
 R : Oke deh nek githu, makasih ya dek.
 S13 : Iya mbak sama-sama.

Interview 11 (with the children after meeting 3 Cycle 1)

Date : Saturday, 16th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : Suparmiasih, S. Pd.

- R : Permissi bu, boleh ngobrol benta?
 ET : Iya mbak, disini saja mbak.
 R : Apakah menurut ibu penggunaan signs and symbols pada Cycle 1 effective untuk meningkatkan reading skills pada siswa kelas IV
 ET : Iya mbak, respon siswa terhadap reading sangat baik, mereka juga terlihat sangat menikmati pelajaran.
 R : Terus bagaimana dengan media yang saya gunakan pada Cycle 1? Apakah sudah sesuai dengan pelajaran dan juga menarik?
 ET : Sudah bagus dan sesuai kok mbak media yang di gunakan. Siswa jadi tertarik dan antusias untuk mengikuti pelajaran.
 R : Oh begitu ya bu, terus apa ada masukan untuk pertemuan selanjutnya bu?
 ET : Iya mbak, gambar yang di gunakan waktu memperkenalkan symbol itu diperbesar lagi ya mba, biar anak-anak yang duduk bisa membaca.
 R : Oh inggih bu, makasih atas sarannya. Mungkin ada yang lain bu?
 ET : Sepertinya sudah cukup itu aja mbak.
 R : Ya udah bu, terima kasih atas waktunya, monggo dipun terasaken waktu istirahatnya.
 ET : Oh iya mbak.

Interview 12 (with the English teacher after meeting 3 Cycle 1)

Date : Saturday, 16th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : Zahra Camelia Putri (Amel)

- R : Halo, dek Amel, udah selesai istirahat ya?
 S17 : Udah mbak.
 R : Masih ada beberapa menit kan dek bel masuknya, boleh mbak nanya-nanya bentar?
 S17 : Iya ada apa geh mba?
 R : *Tadi gimana dek pelajaran bahasa Inggrisnya? Menarik apa tidak? (How about the English lesson? Is it interest or not?)*
 S17 : *Iya mbak, menarik. Lebih menyenangkan dari pada yang kemarin. (Yes it is. It was more interest than before.)*
 R : *Tadi bisa membaca perintahnya ga? Kenapa? (Could you read the instruction? Why?)*

S17 : *Bisa mbak. Soale tadi itu menarik jadi yo semangat untuk membaca, kerasa lebih mudah aja mbak. (Yes, I can. Because the activities are interesting so it make me motivating to read and it feel easier too.)*

R : Oh githu ya, oke deh, makasih dek. Silahkan nek mau masuk kelas.

S17: Iya mbak.

Interview 13 (with the English teacher after meeting 3 Cycle 1)

Date : Saturday, 30th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : S10: Jesika Sintianingsih (Jesika)

R : Sudah selesai istirahat ya dek Jesika?

S10 : Sudah mbak.

R : Mbak boleh nanya-nanya bentar ya?

S10 : Iya boleh mbak.

R : Menurut adek, media yang mbak gunakan pada pelajaran bahasa Inggris menarik tidak? Kenapa?

S10: Iya, mbak, menarik. Ya soale tiap pertemuan itu beda-beda mbak gambarnya sama bentuknya. Udah githu warna-warna juga mbak jadi lebih semangat untuk belajar terutama membaca dalam bahasa inggris mbak.

R : Apakah menurut adek penggunaan signs and symbols pada pelajaran bahasa inggris tadi menarik dan membuat kalian lebih termotivasi untuk membaca?

S10 : Iya mbak, menarik. Kelas juga jadi lebih tenang ga ramai seperti biasane.

R : Oke, makasih ya dek.

S10 : Iya mbak sama-sama.

Interview 14 (with the children after meeting 1 Cycle 2)

Date : Saturday, 30th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : S6: Putra Aditya Zusuf S. (Putra)

R : Halo, dek Putra ya?

S6 : Iya mbak.

R : Kok udah istirahat ya dek? Boleh minta waktune bentar dek?

S6 : Udah mbak, ini tinggal nunggu bel masuk mbak, boleh mbak, wonten nopo e?

R : Gimana tadi pelajaran bahasa Inggrisnya? Menarik ga?

S6 : Iya mbak, menarik ga bikin ngantuk.

R : *Apakah adek dapat memahami penjelasan mb Dwi? (Do you understand the teacher's explanation about the material?)*

S6 : *Iya, mbak bisa. (Yes, I can Miss.)*

R : *Setelah belajar reading dengan menggunakan signs and symbols tadi, apa yang adek rasakan? (How do you feel after you learned "reading skills" through signs and symbols?)*

S6 : *Senang mbak. (I feel happy with the lesson.)*

R : *Menurut adek, apakah penggunaan signs and symbols bisa meningkatkan kemampuan membacamu dalam bahasa Inggris? (Do you think that signs and symbols can improve your reading skills?)*

- S6 : *Iya mbak, bisa. (Yes, It is.)*
 R : Kenapa?
 S6 : Soale kan ga bosenin mbak kan ada permainannya, terus pas baca tadi kan diulang-ulang ya mbak jadi njuk ngerti cara bacanya dan ngerti artine juga.
 R : Nek besok-besok masih menggunakan symbol-simbol yang ada di sekitar kita gimana?
 S6 : Ya ga apa-apa mbak, kan kita jadi ngerti artine symbol-simbol itu mbak, terus nek di jalan-jalan itu ada tulisane bahasa Inggrisnya kan juga bisa cara bacane mbak.
 R : Okay terimakasih ya dek, monggo nek mau masuk ke kelas.
 S6 : Oh iya mbak sama-sama, masih mau diluar yang lain juga masih pada maen bola.

Interview 15 (with the children after meeting 1 Cycle 2)

Date : Saturday, 30th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : S8: Lisa Amanda Marliyanti (Lisa)

- R : Halo dek Lisa, ganggu bentar ya?
 S8 : Iya mbak, ada apa ya mba?
 R : Mau nanya-nanya bentar boleh ya?
 S8 : Iya mbak boleh.
 R : *Tadi kalian belajar pakai symbols-simbol dan permainan suka ga? (Did you like studying with the signs and symbols modified with the games?)*
 R : *Iya mba. (Yes, I did.)*
 R : *Sukanya kanapa? (Why?)*
 R : *Ga sulit e mba. Mainnya asik dan gak bikin bosen mba. (It was easy, nice and did not make me bored.)*
 R : *Terus apa lagi dek? (What else?)*
 R : *Ehm.... Terus itu loch mba, kita dadi tau cara bacanya. Jadi seneng dech mba belajar membaca bahasa inggris. (Ehm... We know how to pronounce the word so we can read the word.)*
 R : *Jadi ngerti sama direction dan public notices juga artinya ya dek? (You know the direction and the public notices, don't you?)*
 S8 : Iya mbak.
 R : Ya udah nek githu, makasih ya.
 S8 : Iya mbak, kembali,,

Interview 16 (with the children after meeting 2 Cycle 2)

Date : Saturday, 30th November, 2013

Place : IV classroom at SD N Suruh

Interviewee : S1 : Reza Dwi Handoko (Reza)

- R : Halo dek Reza...
 S1 : Halo mbak,,,
 R : Hemm,, gimana pelajaran Bahasa Inggris tadi seneng ga?
 S1 : Seneng mbak,
 R : Tadi gambar sama gamenya gimana?

- S1 : Bagus dan asyik kok mbak.
 R : Kalo minggu depan pakai gambar dan game kaya tadi gimana?
 S1 : Iya mbak ga apa-apa malah menarik mbak.
 R : Tapi tadi paham ga dengan yang mba Dwi ajarkan?
 S1 : Paham dong mbak.
 R : Yang bener?
 S1 : Iya mbak.
 R : Bisa cara membacanya?
 S1 : Bisa mbak. Kan tadi itu di ulang-ulang terus sampai bisa, di game nya juga mbak.
 R : Okay deh nek githu, makasih ya.,
 S1 : Iya mbak, sama-sama.

Interview 17 (with the children after meeting 2 Cycle 2)

Date : Saturday, 7th December, 2013

Place : Teacher's room at SD N Suruh

Interviewee : Suparmiasih, S. Pd.

R : *Alhamdulillah ibu, ini pertemuan terakhir. Menurut bu Parmi action yang saya terapkan tadi bagaimana bu? (Alhamdulillah, this is the last meeting.*

How about the actions?

ET : *Sudah bagus mba. Seperti kemarin anak-anak sudah banyak yang ngerti vocabnya. Pengucapan dan intonasi mereka juga bagus. Gambarnya bagus dan permainannya juga menarik mbak untuk anak-anak kelas 4. Sangat membantu mereka dalam memahami kalimat maupun text. Kan dulu-dulu mereka belum pernah diajar menggunakan symbol-simbol dan permainan seperti itu. Pokoknya sudah banyak peningkatan jika dibandingkan sebelum penelitian mba. (It was as good as previews meeting. They know the vocabulary. Their skill in pronouncing the words and the intonation also good. The pictures that were used in the teaching and learning process were good and the games that used were interesting too for them. It also helps them in comprehending the sentence or the text. I never taught them with the signs and symbols, and the game like that. I think, there is improvement after the actions.)*

R : Oh begitu ya bu, terus apakah reading skills mereka sudah meningkat bu?

ET : Sudah mbak, malah meningkat banget

R : Terima kasih bu.

Interview 18 (with the children after meeting 2 Cycle 2)

Date : Saturday, 7th December, 2013

Place : IV classroom at SD N Suruh

Interviewee : S16 : Laely Vita Deviana (Laely)

S18 : Anindika Dwi Pribaweni (Weni)

R : *Tadi suka ga pelajaran? (Do you like the lesson?)*

S16 : *Iya suka (Yes, I did.)*

R : *Kenapa? (Why?)*

S18 : *Bisa ngerjakan tugas secara kelompok. (I could do the task in groups.)*

R : *Terus, apalagi? (What else?)*

S16 : *Terus juga bisa belajar sambil bermain mbak. (I also could study while playing.)*

R : *Tadi waktu permainan, kalia baca kalimatnya ga? (When you were playing the game did you read the sentences?)*

S16 : *Iya baca dong mbak. (Yes, of course.)*

R : *Tadi takut salah ga waktu membaca? (Did you feel afraid when you were reading a sentence?)*

S16 : *Gak e mbak. (No. I did not.)*

S18 : *Saya juga ga kok mba. Tadi aku langsung baca pas di suruh? (So, do I, I read the sentence when you ask me to read.)*

Interview 19 (with the children after meeting 2 Cycle 2)

Date : Saturday, 7th December, 2013

Place : IV classroom at SD N Suruh

Interviewee : S24 : Eko Eryanto Setiawan (Eko)

R : Hai,,, dek Eko,, boleh ganggu bentar?

S24 : Iya mbak.

R : Hemm,, tadi gimana pelajaran Bahasa Inggrisnya? Suka ga?

S24 : Suka banget mbak.

R : Waktu mengerjakan tugas secara kelompok atau berpasangan suka ga?

S24 : Iya suka mbak, nek sendiri-sendiri kadang bingung.

R : Jadi nek kelompok bisa tanya-tanya dan ngerjakan baren-bareng ya dek?

S24 : Iya mbak.

R : Terus gambarnya suka ga?

S24 : Suka mbak, kan berwarna dan tiap pelajaran ganti gambar jadi mudah di ingat dang a bosen mbak.

R : Oh githu,,, ada kesulitan ga selama pelajaran?

S24 : Ehmmm,,, ga ada mbak.

R : Okey nek githu,, makasih ya dek..

S24 : Oke mbak, sama-sama.

APPENDIX F: SCORES IN PRE- TEST & POST- TEST

THE PRE-TEST AND POST-TEST SCORES OF STUDENTS' READING SKILLS IN THE FOURTH GRADE STUDENTS AT SD N SURUH

NO.	NAME	Pre-Test	Post-Test
1	REZA DWI HANDOKO	40	53
2	M. ARFIAN	43	57
3	ROKHIMIYATUN KHASANAH	63,5	79
4	RINA PUTRI DEWITASARI	52	68
5	DANIS IFAH AINI	47,5	63
6	PUTRA ADITYA ZUSUF S.	47	64
7	ZULVIKA ADELIA PUTRI	48	69,5
8	LISA AMANDA MARLIYANTI	47	67
9	SEPTINA NURIKA LESTARI	51	70,5
10	JESIKA SINTIANINGSIH	53,5	75
11	NURUL ELVIANA	51	66
12	RISKA DELA RAHMAWATI	50	65
13	NURHIDAYAH PRATIWI	45	60
14	ZAHRA ZAHIRA SALSABILA	53,5	77
15	ARLIN ENDAH PURWANDARI	47	65
16	LAELY VITA DEVIANA	57	76
17	ZAHRA CAMELIA PUTRI	51	69
18	ANANDIKA DWI PRIBAWENI	47	65
19	ERNAWATI	45	63,5
20	AZ-ZAHRA RISMA MIRANDA	48	60
21	ANINDI NUR ROHMAH	59	76,5
22	WENDI ONGKI NUGROHO S.	58	75,5
23	PENI LESTARI	47	62
24	EKO ERYANTO SETIAWAN	42	55,5
25	WISNU ADI NUGROHO	45	58
Total		1238	1660
Mean		49.52	66.4

APPENDIX G: STUDENTS' ATTENDANCE LISTS ON THE TEACHING AND LEARNING PROCESS

DAFTAR HADIR KELAS IV

SD NEGERI SURUH

NO.	NAME	MEETING						
		Pre	I	II	III	IV	V	Post
1	REZA DWI HANDOKO	√	√	√	√	√	√	√
2	M. ARFIAN	√	√	√	√	√	√	√
3	ROKHIMIYATUN KHASANAH	√	√	√	√	√	√	√
4	RINA PUTRI DEWITASARI	√	√	√	√	√	√	√
5	DANIS IFAH AINI	√	√	√	√	√	√	√
6	PUTRA ADITYA ZUSUF S.	√	√	√	√	√	√	√
7	ZULVIKA ADELIA PUTRI	√	√	√	√	√	√	√
8	LISA AMANDA MARLIYANTI	√	√	√	√	√	√	√
9	SEPTINA NURIKA LESTARI	√	√	√	√	√	√	√
10	JESIKA SINTIANINGSIH	√	√	√	√	√	√	√
11	NURUL ELVIANA	√	√	√	√	√	√	√
12	RISKA DELA RAHMAWATI	√	√	√	√	√	√	√
13	NURHIDAYAH PRATIWI	√	√	√	√	√	√	√
14	ZAHRA ZAHIRA SALSABILA	√	√	√	√	√	√	√
15	ARLIN ENDAH PURWANDARI	√	√	√	√	√	√	√
16	LAELY VITA DEVIANA	√	√	√	√	√	√	√
17	ZAHRA CAMELIA PUTRI	√	√	√	√	√	√	√
18	ANANDIKA DWI PRIBAWENI	√	√	√	√	√	√	√
19	ERNAWATI	√	√	√	√	√	√	√
20	AZ-ZAHRA RISMA MIRANDA	√	√	√	√	√	√	√
21	ANINDI NUR ROHMAH	√	√	√	√	√	√	√
22	WENDI ONGKI NUGROHO S.	√	√	√	√	√	√	√
23	PENI LESTARI	√	√	√	√	√	√	√
24	EKO ERYANTO SETIAWAN	√	√	√	√	√	√	√
25	WISNU ADI NUGROHO	√	√	√	√	√	√	√

APPENDIX H: OBSERVATION CHECKLIST

OBSERVATION CHECKLIST Teaching and Learning Activities

Date : November 2nd, 2013 Class : IV
Time : 07.30 a.m. – 08.40 a.m. Observer : Suparmiasih, S.Pd.

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The teacher greets the students.	√		
2.	The teacher leads a prayer.	√		
3.	The teacher asks the students' condition.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher outlines the lesson.	√		
6.	The teacher explains the goal of the lesson.	√		
	B. Whilst-teaching			
	• Presentation			
7.	The teacher introduces the topic.	√		Topic was about signs and symbols in the school area.
8.	The teacher introduces new words.	√		
9.	The teacher introduces language function and the context.	√		
10.	The teacher gives examples of the language functions.		√	
11.	The teacher uses media in presentation.	√		Media used in the presentation was pictures.
12.	The teacher delivers the materials clearly.		√	
13.	The teacher checks the students' understanding and students' pronunciation.	√		
	• Practice			
14.	The teacher gives reading activities.	√		
15.	The teacher provides context for students to reading.		√	
16.	The teacher corrects the students' mistakes and students' pronunciation.	√		
17.	The teacher gives sufficient time to reading the materials.		√	
	• Production			
18.	The teacher monitors the students during the activity.	√		
	B. Post-Teaching			
19.	The teacher summarizes the lesson.	√		

20.	The teacher reflects the teaching and learning.	√		
21.	The teacher gives reward.	√		
22.	The teacher say “ <i>good bye</i> ”.	√		

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The students respond to the greeting.	√		
2.	The students say a prayer.	√		
3.	The students pay attention to the explanation.	√		
	B. While-Teaching			
	• Presentation			
4.	The students know the topic and the new words.	√		
5.	The students pay attention to the presentation.	√		
6.	The students are interested to the explanation.	√		
7.	The students understand language function and instruction.		√	
	• Practice			
8.	The students do the reading activities.	√		The students did a matching game.
9.	The students practice to read the language function in the class.		√	
10.	The students ask questions when they do not understand.	√		
	• Production			
11.	The students do the reading activities.	√		
12.	The students are interested to read the lesson through signs and symbols.	√		
13.	Students who are shy can take part in the activity without being stay in reading activities.	√		
14.	All the students are involved in the activity.		√	
	B. Post-Teaching			
15.	The students understand the lesson.	√		
16.	The students say “ <i>good bye</i> .”	√		

Adapted from Brown (2001:432-434)

OBSERVATION CHECKLIST Teaching and Learning Activities

Date : November 9th, 2013 Class : IV
Time : 07.30 a.m. – 08.40 a.m. Observer : Suparmiasih, S.Pd.

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The teacher greets the students.	√		
2.	The teacher leads a prayer.	√		
3.	The teacher asks the students' condition.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher outlines the lesson.	√		
6.	The teacher explains the goal of the lesson.	√		
	B. Whilst-teaching			
	• Presentation			
7.	The teacher introduces the topic.	√		Topic was about traffic signs.
8.	The teacher introduces new words.	√		
9.	The teacher introduces language function and the context.	√		
10.	The teacher gives examples of the language functions.		√	
11.	The teacher uses media in presentation.	√		Media used in the presentation was pictures.
12.	The teacher delivers the materials clearly.	√		
13.	The teacher checks the students' understanding and students' pronunciation.	√		
	• Practice			
14.	The teacher gives reading activities.	√		
15.	The teacher provides context for students to reading.		√	
16.	The teacher corrects the students' mistakes and students' pronunciation.	√		
17.	The teacher gives sufficient time to reading the materials.		√	
	• Production			
18.	The teacher monitors the students during the activity.	√		
	B. Post-Teaching			
19.	The teacher summarizes the lesson.	√		
20.	The teacher reflects the teaching and learning.	√		

21.	The teacher gives reward.	√		
22.	The teacher say “good bye”.	√		

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The students respond to the greeting.	√		
2.	The students say a prayer.	√		
3.	The students pay attention to the explanation.	√		
	B. While-Teaching			
	• Presentation			
4.	The students know the topic and the new words.	√		
5.	The students pay attention to the presentation.	√		
6.	The students are interested to the explanation.	√		
7.	The students understand language function and instruction.		√	
	• Practice			
8.	The students do the reading activities.	√		The students did a matching game.
9.	The students practice to read the language function in the class.		√	
10.	The students ask questions when they do not understand.	√		
	• Production			
11.	The students do the reading activities.	√		The students did a sticky game.
12.	The students are interested to read the lesson through signs and symbols.	√		
13.	Students who are shy can take part in the activity without being stay in reading activities.		√	
14.	All the students are involved in the activity.		√	
	B. Post-Teaching			
15.	The students understand the lesson.	√		
16.	The students say “good bye.”	√		

Adapted from Brown (2001:432-434)

OBSERVATION CHECKLIST Teaching and Learning Activities

Date : November 16th, 2013 Class : IV
Time : 07.25 a.m. – 08.30 a.m. Observer : Suparmiasih, S. Pd.

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The teacher greets the students.	√		
2.	The teacher leads a prayer.	√		
3.	The teacher asks the students' condition.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher outlines the lesson.	√		
6.	The teacher explains the goal of the lesson.	√		
	B. Whilst-teaching			
	• Presentation			
7.	The teacher introduces the topic.	√		Topic was about signs and symbols that are available in the public places.
8.	The teacher introduces new words.	√		
9.	The teacher introduces language function and the context.	√		
10.	The teacher gives examples of the language functions.		√	
11.	The teacher uses media in presentation.	√		Media used in the presentation was pictures.
12.	The teacher delivers the materials clearly.	√		
13.	The teacher checks the students' understanding and students' pronunciation.	√		
	• Practice			
14.	The teacher gives reading activities.	√		
15.	The teacher provides context for students to reading.		√	
16.	The teacher corrects the students' mistakes and students' pronunciation.	√		
17.	The teacher gives sufficient time to reading the materials.		√	
	• Production			
18.	The teacher monitors the students during the activity.	√		
	B. Post-Teaching			
19.	The teacher summarizes the lesson.	√		
20.	The teacher reflects the teaching and	√		

	learning.			
21.	The teacher gives reward.	√		
22.	The teacher say “ <i>good bye</i> ”.	√		

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The students respond to the greeting.	√		
2.	The students say a prayer.	√		
3.	The students pay attention to the explanation.	√		
	B. While-Teaching			
	• Presentation			
4.	The students know the topic and the new words.	√		
5.	The students pay attention to the presentation.	√		
6.	The students are interested to the explanation.	√		
7.	The students understand language function and instruction.		√	
	• Practice			
8.	The students do the reading activities.	√		The students did a matching and sticky game.
9.	The students practice to read the language function in the class.		√	
10.	The students ask questions when they do not understand.		√	
	• Production			
11.	The students do the reading activities.	√		The students did a matching game.
12.	The students are interested to read the lesson through signs and symbols.	√		
13.	Students who are shy can take part in the activity without being stay in reading activities.	√		
14.	All the students are involved in the activity.		√	
	B. Post-Teaching			
15.	The students understand the lesson.	√		
16.	The students say “ <i>good bye</i> .”	√		

Adapted from Brown (2001:432-434)

OBSERVATION CHECKLIST Teaching and Learning Activities

Date : November 30th, 2013 Class : IV
Time : 07.25 a.m. – 08.35 a.m. Observer : Suparmiasih, S.Pd.

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The teacher greets the students.	√		
2.	The teacher leads a prayer.	√		
3.	The teacher asks the students' condition.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher outlines the lesson.	√		
6.	The teacher explains the goal of the lesson.	√		
	B. Whilst-teaching			
	• Presentation			
7.	The teacher introduces the topic.	√		Topic was about signs and symbols that are available in the public places.
8.	The teacher introduces new words.	√		
9.	The teacher introduces language function and the context.	√		
10.	The teacher gives examples of the language functions.		√	
11.	The teacher uses media in presentation.	√		Media used in the presentation was pictures.
12.	The teacher delivers the materials clearly.	√		
13.	The teacher checks the students' understanding and students' pronunciation.	√		
	• Practice			
14.	The teacher gives reading activities.	√		
15.	The teacher provides context for students to reading.		√	
16.	The teacher corrects the students' mistakes and students' pronunciation.	√		
17.	The teacher gives sufficient time to reading the materials.		√	
	• Production			
18.	The teacher monitors the students during the activity.	√		
	B. Post-Teaching			
19.	The teacher summarizes the lesson.	√		

20.	The teacher reflects the teaching and learning.	√		
21.	The teacher gives reward.	√		
22.	The teacher say “ <i>good bye</i> ”.	√		

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The students respond to the greeting.	√		
2.	The students say a prayer.	√		
3.	The students pay attention to the explanation.	√		
	B. While-Teaching			
	• Presentation			
4.	The students know the topic and the new words.	√		
5.	The students pay attention to the presentation.	√		
6.	The students are interested to the explanation.	√		
7.	The students understand language function and instruction.		√	
	• Practice			
8.	The students do the reading activities.	√		The students did a matching and sticky game.
9.	The students practice to read the language function in the class.		√	
10.	The students ask questions when they do not understand.		√	
	• Production			
11.	The students do the reading activities.	√		The students did a matching game.
12.	The students are interested to read the lesson through signs and symbols.	√		
13.	Students who are shy can take part in the activity without being stay in reading activities.	√		
14.	All the students are involved in the activity.		√	
	B. Post-Teaching			
15.	The students understand the lesson.	√		
16.	The students say “ <i>good bye.</i> ”	√		

Adapted from Brown (2001:432-434)

OBSERVATION CHECKLIST Teaching and Learning Activities

Date : December 7th, 2013 Class : IV
Time : 07.25 a.m. – 08.30 a.m. Observer : Suparmiasih, S.Pd.

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The teacher greets the students.	√		
2.	The teacher leads a prayer.	√		
3.	The teacher asks the students' condition.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher outlines the lesson.	√		
6.	The teacher explains the goal of the lesson.	√		
	B. Whilst-teaching			
	• Presentation			
7.	The teacher introduces the topic.	√		Topic was about signs and symbols of public places.
8.	The teacher introduces new words.	√		
9.	The teacher introduces language function and the context.	√		
10.	The teacher gives examples of the language functions.		√	
11.	The teacher uses media in presentation.	√		Media used in the presentation was pictures.
12.	The teacher delivers the materials clearly.	√		
13.	The teacher checks the students' understanding and students' pronunciation.	√		
	• Practice			
14.	The teacher gives reading activities.	√		
15.	The teacher provides context for students to reading.		√	
16.	The teacher corrects the students' mistakes and students' pronunciation.	√		
17.	The teacher gives sufficient time to reading the materials.		√	
	• Production			
18.	The teacher monitors the students during the activity.	√		
	B. Post-Teaching			
19.	The teacher summarizes the lesson.	√		

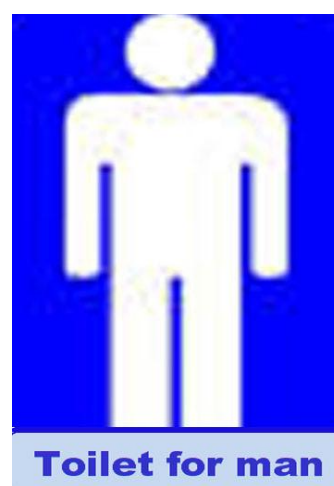
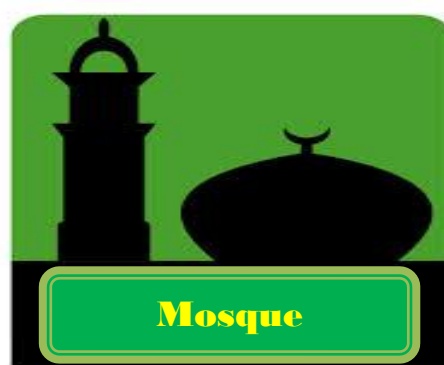
20.	The teacher reflects the teaching and learning.	√		
21.	The teacher gives reward.	√		
22.	The teacher say “good bye”.	√		

No.	Teacher Activities	Yes	No	Description
	A. Pre-Teaching			
1.	The students respond to the greeting.	√		
2.	The students say a prayer.	√		
3.	The students pay attention to the explanation.	√		
	B. While-Teaching			
	• Presentation			
4.	The students know the topic and the new words.	√		
5.	The students pay attention to the presentation.	√		
6.	The students are interested to the explanation.	√		
7.	The students understand language function and instruction.		√	
	• Practice			
8.	The students do the reading activities.	√		The students did a matching and sticky game.
9.	The students practice to read the language function in the class.		√	
10.	The students ask questions when they do not understand.		√	
	• Production			
11.	The students do the reading activities.	√		The students did a matching game.
12.	The students are interested to read the lesson through signs and symbols.	√		
13.	Students who are shy can take part in the activity without being stay in reading activities.	√		
14.	All the students are involved in the activity.		√	
	B. Post-Teaching			
15.	The students understand the lesson.	√		
16.	The students say “good bye.”	√		

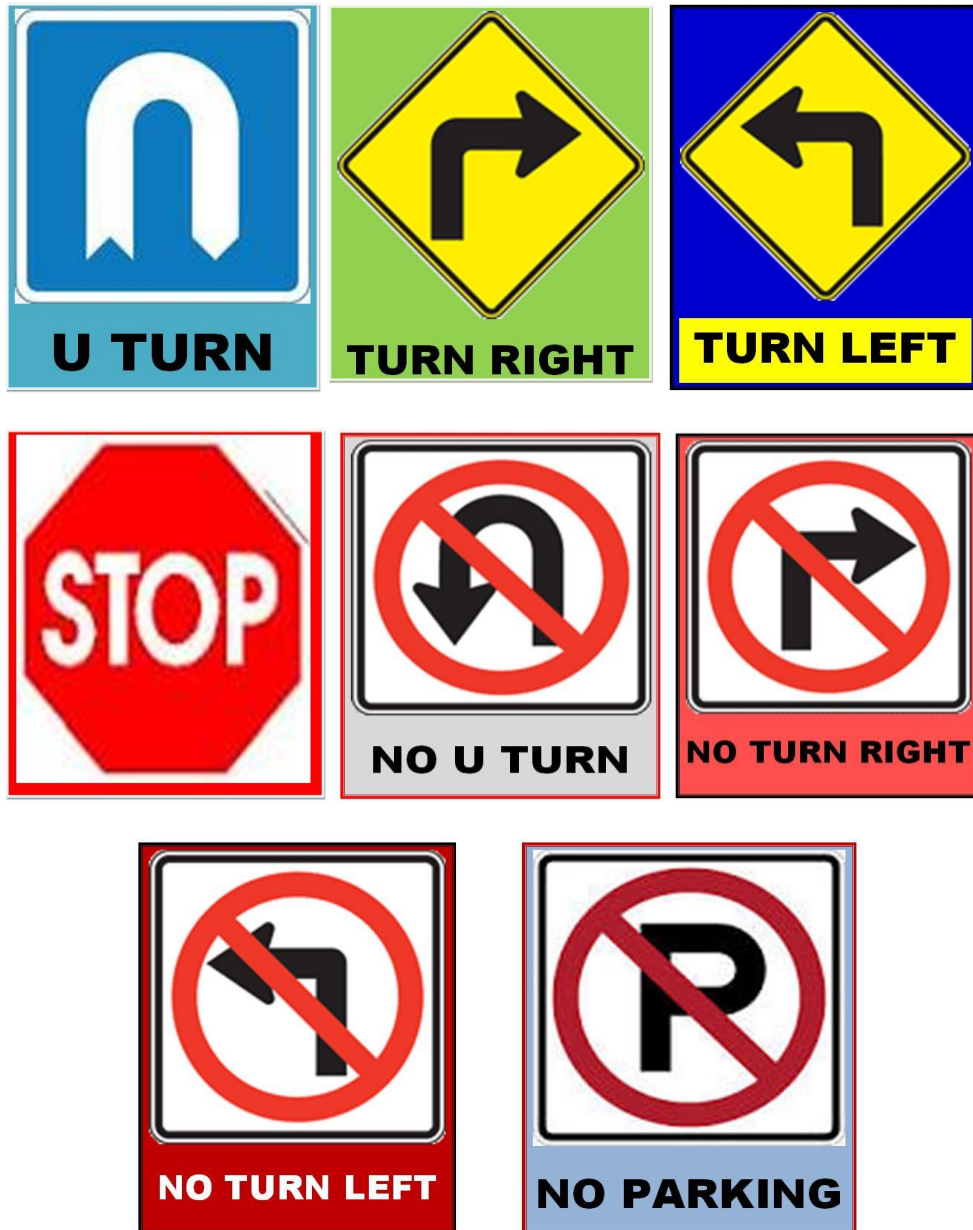
Adapted from Brown (2001:432-434)

APPENDIX I: LEARNING RESOURCES

PICTURES THAT USED AT THE PRESENTATION
STAGE IN THE 1ST MEETING OF CYCLE 1



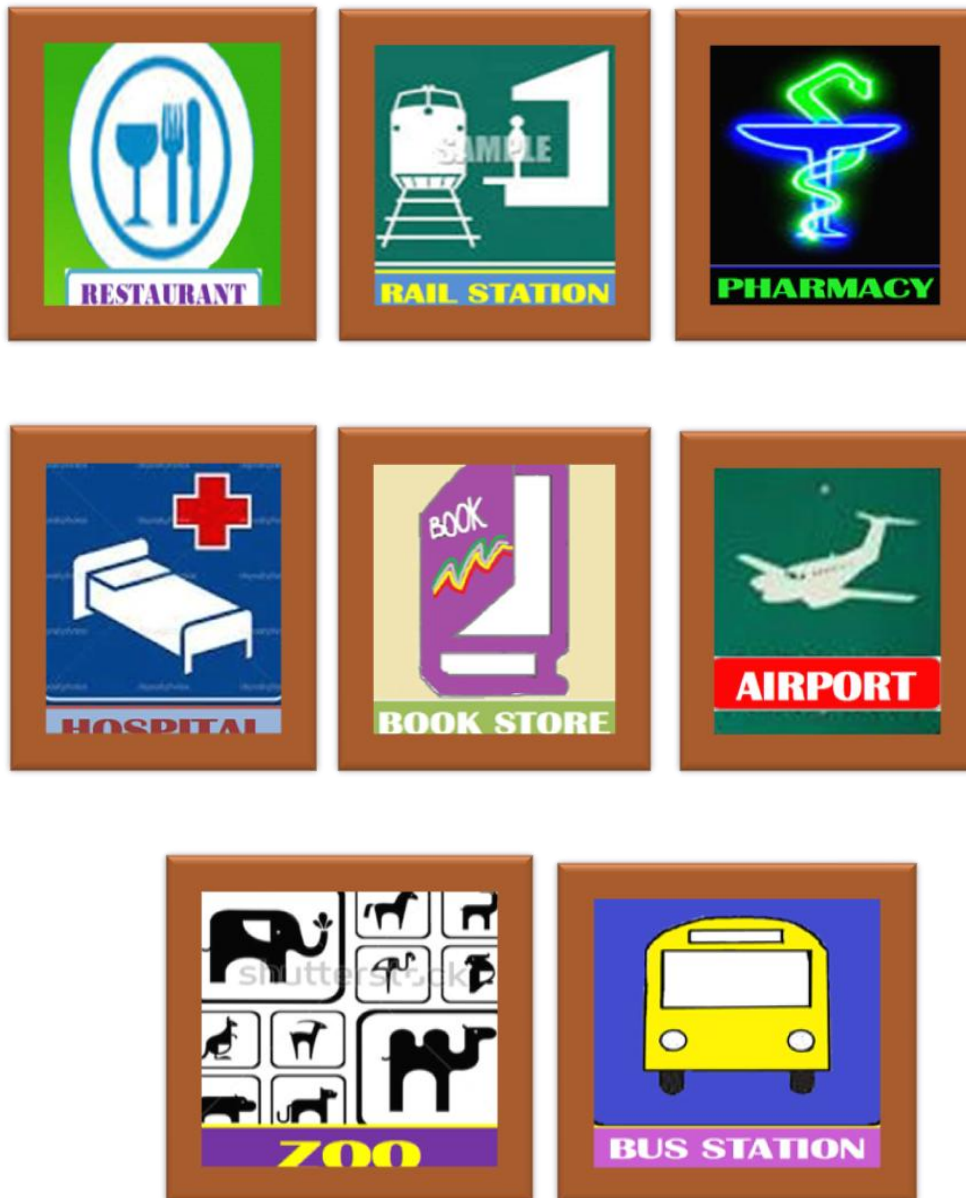
PICTURES THAT USED AT THE PRESENTATION
STAGE IN THE 2ND MEETING OF CYCLE 1



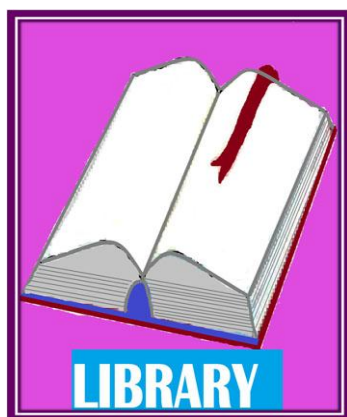
PICTURES THAT USED AT THE PRESENTATION
STAGE IN THE 3RD MEETING OF CYCLE 1



PICTURES THAT USED AT THE PRESENTATION
STAGE IN THE 1ST MEETING OF CYCLE 2



PICTURES THAT USED AT THE PRESENTATION
STAGE IN THE 2ND MEETING OF CYCLE 2

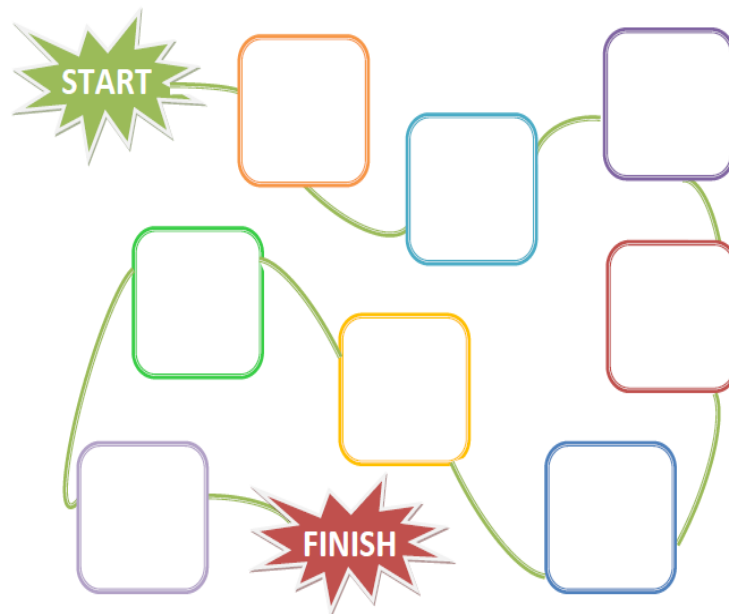




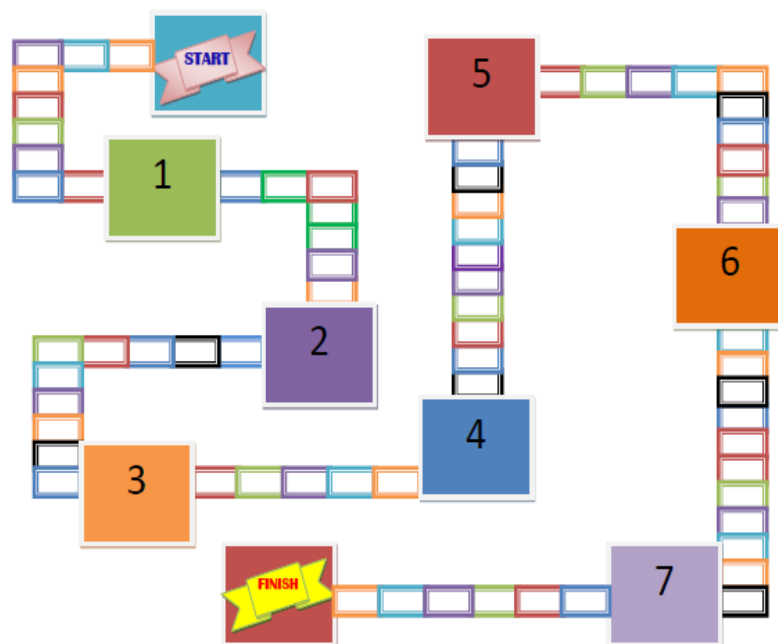
Media used on the production stage in second meeting of Cycle 1



Media used on the practice stage in third meeting of Cycle 1.



‘Snake track’ (one of board games) use on the production stage in the first meeting of Cycle2.



‘Snake track’ (one of board games) use at the production stage in the second meeting of Cycle2.

PRE-TEST AND POST-TEST OF CYCLE 1

NAME:

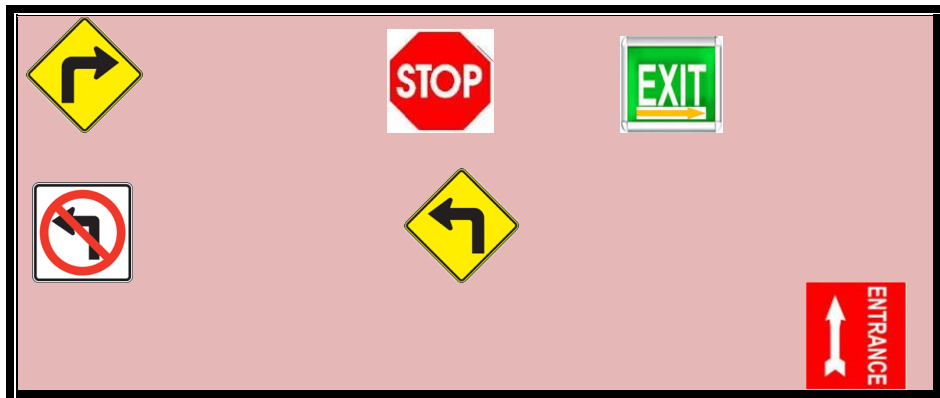
CLASS:

1. Match the signs and symbols in the left side with appropriate word or phrase in the right side. Number 1 was done as an example.



2. Draw a line on the map based on the instruction text below.

Please enter at the 'entrance symbols'. Then, turn left at the 'turn left sign', but do not turn left at the 'no left right sign'. Next, turn right at the 'turn right' sign. Please, stop your car at the 'stop sign' and exit by following the exit symbols.



3. Arrange the jumbled words below into correct sentences.

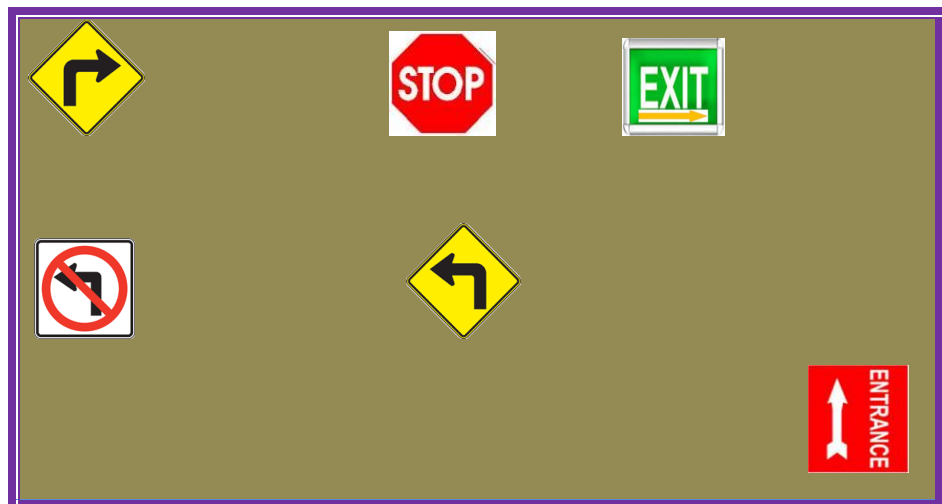
- there is a school - Be careful, -over there.
- No - for all – vehicles. - parking
- turn - at - the - No - Don't - U turn sign.
- Warning. - swimming - on the beach. - Don't
- feed - the - Don't - at - animals – the – zoo.

POST-TEST OF CYCLE 2

NAME:
CLASS:

1. Draw a line on the map based on the instruction text below.

Please enter at the 'entrance symbols'. Then, turn left at the 'turn left sign', but do not turn left at the 'no left right sign'. Next, turn right at the 'turn right' sign. Please, stop your car at the 'stop sign' and exit by following the exit symbols.



2. Complete the following sentence by using appropriate word based on the signs and symbols in the left side.



1. We buy some books at



2. A plane landing at



3. We can get a medicine at

4.  I feeling bad, I should go to the

5.  I am hungry. Let's buy some food at

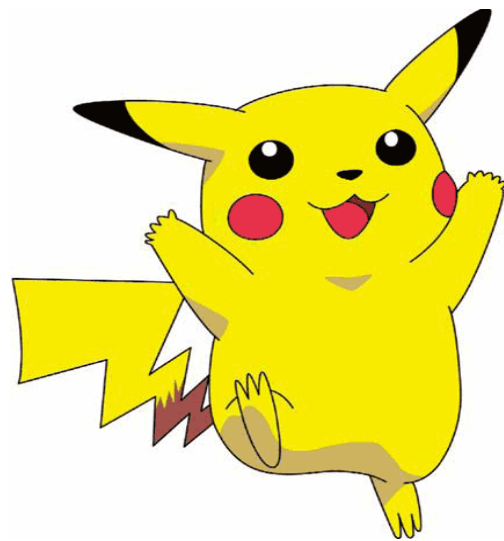
3. Write a number in the blank box below based on the teacher's instruction to understand the function of the signs and symbols of public places in the right side. Then, read aloud the sentences in front of the class.

	Let's go to the police station to inform the criminal accident.	
	Let's go to supermarket to buy our daily needs.	
	Let's go to the post office to send a letter.	
	Let's save our money at the bank.	
	Let's read the book at the library.	

4. Arrange the jumbled words below into correct sentences.

- bring - Don't - a - phone - in - mobile -this -area.
- careful. - Be - floor - The - is - wet.
- Please, - there. - stop - on
- there - Be - careful, - school - is - a - over - there.
- money - Let's - our - save - at - the - bank.

REWARDS



APPENDIX J: PHOTOGRAPHS



The researcher use pictures to present the material in presentation stage.



The students do the reading task by matching the signs and symbols with the definition in pairs.



The students arrange the jumbled word.



The students stick the sign and symbol on the grey board.



The students do the reading task by matching the traffic signs with the definition individually.



In group, the students read the instruction and stick the traffic signs on the map.



The researcher gives explanation about the reading task in the production stage.



In group, the students do the matching game by sticking the signs and symbols on the pictures of public places based on the instruction.



In pairs, the children do the reading task by filling the blank



Children play “snake track” game.



The children do the reading task individually.

APPENDIX K:
SURAT IJIN
PENELITIAN



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 558843, 548287 Fax: (0274) 548287
<http://www.fbs.uny.ac.id/>

FF/BS/BS-01
 10 Jan 2011

Nomor : 1009e/UN.34.12/DT/X/2013
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

22 Oktober 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING READING SKILLS THROUGH SIGNS AND SYMBOLS FOR THE FOURTH GRADE STUDENTS AT SD NEGERI SURUH IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : DWI PRIYANTI
 NIM : 07202244111
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Oktober – Desember 2013
 Lokasi Penelitian : SD Negeri Suruh

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Dekan
 Dr. Kabag Tata Usaha FBS,

Dr. S.IP
 NIP 19740629 199403 1 001

Tembusan:

1. Kepala SD Negeri Suruh



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN
070/Reg/W/ 7532 /10 /2013

1009E/UN.34.12/DT/X/2013

Membaca Surat : DEKAN FAKULTAS BAHASA DAN SENI UNY

Nomor :

Tanggal : 22 OKTOBER 2013

Perihal : IJIN PENELITIAN

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : DWI PRIYANTI

NIP/NIM : 07202244111

Alamat : KARANGMALANG YOGYAKARTA

Judul : *IMPROVING READING SKILLS THROUGH SIGNS AND SYMBOLS FOR THE FOURTH GRADE STUDENTS AT SD NEGERI SURUH IN THE ACADEMIC YEAR OF 2013/2014*

Lokasi : KAB. BANTUL

Waktu : 24 OKTOBER 2013 s/d 24 Januari 2014

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan softcopy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk compact disk (CD) maupun mengunggah (upload) melalui website: adibang.logiaprov.go.id dan menunjukkan n
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adibang.logiaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 24 OKTOBER 2013

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan:



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070/Reg / 2456 / 2013

Menunjuk Surat : Dari : Sekretaris Daerah DIY Nomor : 070/Reg/W/ 7532 /9/2013

Mengingat : Tanggal : 24 Oktober 2013 Perihal : Ijin Penelitian

- a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kusen Kena Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Dizinkan kepada

Nama	: DWI PRIYANTI
P. T / Alamat	: FBS UNY, KARANGMALANG
NIP/NIM/No. KTP	: 07202244111
Tema/Judul Kegiatan	: IMPROVING READING SKILLS THROUGH SIGNS AND SYMBOLS FOR THE FOURTH GRADE STUDENTS AT SD NEGERI SURUH IN THE ACADEMIC YEAR OF 2013/2014
Lokasi	: SD NEGERI SURUH
Waktu	: 23 Oktober sd 23 Januari 2014
Personil	: 1 orang

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul
Pada tanggal : 23 Oktober 2013

A.n. Kepala,
Kepala Bidang Data
Perencanaan dan Pengembangan,
u.b. Kar. dan DSP
BAPPEDA
Ir. Edi Puryanto, M.Eng
NIP. 196407101997031004

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka UPT Pendidikan Kec. Dlingo
5. Ka. SD N SURUH
6. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SD SURUH

Alamat: Gunungcilik, Muntuk, Dlingo, Bantul Telp 081328834816

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: 54/SD/SR/DLG/XII/2013

Yang bertanda tangan di bawah ini :

Nama : SUTAPA, S.Pd.
NIP : 19660341 199401 1 002
Pangkat/Gol Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SD Suruh UPT PPD Kecamatan Dlingo Kabupaten Bantul

Menerangkan bahwa:

Nama : DWI PRIYANTI
NIM : 07202244111
Mahasiswa : Universitas Negeri Yogyakarta
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Reading Skills Through Signs and Symbols for the Fourth Grade at SDN Suruh In Academic Year Of 2013/2014.

Benar-benar telah melakukan penelitian di kelas V SDN Suruh UPT PPD Kecamatan Dlingo Kabupaten Bantul Daerah Istimewa Yogyakarta sejak bulan Oktober sampai dengan bulan Desember 2013

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya

Suruh, 27 Desember 2013

Kepala sekolah

SUTAPA, S.Pd.
NIP 19660341 199401 1 002