

**IMPROVING THE QUALITY OF READING THROUGH GAMES
FOR THE 5TH GRADE STUDENTS OF SDN SINGOSAREN
BANGUNTAPAN BANTUL IN THE ACADEMIC YEAR OF 2010/2011**

A Thesis

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



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2012

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**IMPROVING THE QUALITY OF READING THROUGH GAMES FOR
THE 5TH GRADE STUDENTS OF SDN SINGOSAREN BANGUNTAPAN
BANTUL IN THE ACADEMIC YEAR OF 2010/2011**

A THESIS



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BANTUL IN THE ACADEMIC YEAR OF 2010/2011**

A THESIS

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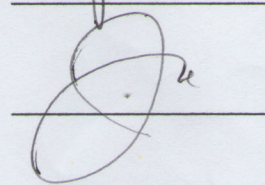
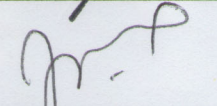
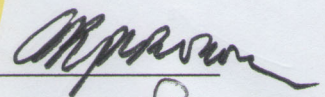
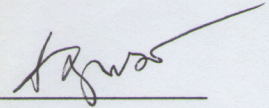
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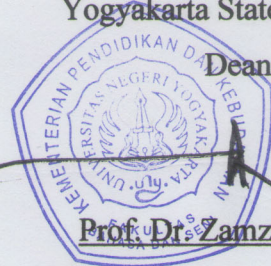


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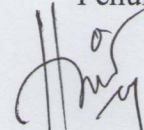
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Januari 2012

Penulis,



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First of all, I would like to say “Alhamdulillahirabilaalamin” to Allah SWT the Most Gracious and the Most Merciful for blessing me in every tread and breath.

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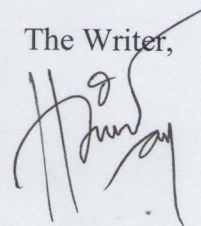
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Finally, I realize this thesis is still far from being perfect. Therefore, any suggestions and advice for the improvement of this thesis is greatly appreciated.

Yogyakarta, January 19, 2012

The Writer,



Hami Khotmayanti

DEDICATIONS

This work is dedicated to my beloved:

Ibu Chomsiyati and Bapak Musholah Effendi (Alm); thanks for never ending love, prayers, wishes, and consideration that are given to me. There is no word which can express my great thanks and love to you.

My Brother and sister Lulu Lutfi Labibi and Farida Nur 'aini who have given me care, love, support, and prayer, and also my niece Dede Salfa Aqila. I Love you.

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Thank you so much and I love you all....

MOTTO

“In the ordinary world we trust in where things belong to. Everything has a place, and believing in that makes us innocent. And through the days under the same sky we hope, dream and laugh. We find and lose our way. Endings are beginnings and moments like pieces fit together again”.

Anna Hagen (Winged Creatures)

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**IMPROVING THE QUALITY OF READING THROUGH GAMES FOR THE
FIFTH GRADE STUDENTS OF SDN SINGOSAREN BANGUNTAPAN BANTUL
IN THE ACADEMIC YEAR OF 2010/2011**

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ABSTRACT

The objective of this research is to improve the reading skills through games for the fifth grade students of SDN singosaren Banguntapan Bantul in the academic year of 2010-2011 through games. The research members implemented the actions of using games as the main activities.

This research applied the principles of action research. The research was carried out at the first semester from February 8 to March, 8 2011. It involved the principal, the English teacher, and the students of grade 5. The steps were: reconnaissance, planning, action and observation, and reflection. The subjects of the research were the students of 5. To collect the data, the researcher conducted observations and interview with the research members. The instruments were tape recorders, interview and observation guides. The data collected were qualitative in the form of field notes, interview transcripts and pictures. To obtain the trustworthiness, the researcher applied triangulation technique to meet the validity of the data.

This research consists of two cycles. The result of the first cycle shows that the implementation of games was effective to promote the students' reading skills of Grade 5. The results of the second cycle shows that implementing games accompanied by singing activity, using media and classroom English was successful to improve the students' reading skills. The use of classroom English was not quite successful. The indicators of the success of the implementation were that: 1) all students could understand and respond to the teacher's questions and instructions physically or orally, 2) the students were more relaxed in learning English, 3) the students were attracted to the pictures used by the teachers, 4) by implementing games into the actions, the reading skills could be improved.

CHAPTER I

INTRODUCTION

A. Background of the Problem

It is believed that learning English earlier is advantageous to young learners. Early learning can effectively build their language skills and their cultural awareness to develop a positive attitude towards other languages and their users. Some children are more curious about the world around them. They will find it easier to acquire a new language than adults. Some of the children study in formal or informal institutions providing good instructions, facilities, and teachers.

Most of the institutions require qualified teachers to teach young learners effectively. Good teachers should provide rich learning experiences and activities which encourage students to get information from a variety of resources. The teachers need to develop a good relationship or interaction with the students and provide authentic materials and interesting activities to learn English. Comfortable classrooms and various media to support the teaching learning process are also important.

To be successful in their language learning, young learners are required to master four English language skills comprising receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills. There is a misperception among teachers that young learners should focus on listening and speaking skills more than reading and writing. Many teachers feel that reading and writing are too difficult for the children. Actually it depends on the method.

Many common methods of teaching reading and writing are definitely too difficult, but there are some alternatives to teach reading in easier way. There are also a lot of children, particularly those who are shy or quite, who enjoy reading and writing more than speaking.

It is clear that the children need to be able to read and speak beyond a basic level. The researcher considers that reading is very important as it can be the foundation to learning a foreign language. Nunan (2006:72) argues that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. Here are two main reasons that people read: the first is for pleasure and the second is for information.

Some children are very active, energetic and dynamic. The teacher could choose an appropriate technique which corresponds with their characteristics. Actually, children love playing, and they learn things when they play. It means that games should be an alternative technique to teach English for children. It is because games can not only involve and attract children with the aspect of fun and freedom but also give them opportunities for language practice.

Unfortunately, not all teachers employ games to teach English for children. For example, in SD Singosaren, the activities were monotonous although the students have a good motivation in learning English. The teacher did not provide interesting and appropriate activities, such as game, stories, and songs to

improve their skills, particularly the reading skill. The media were rarely used in teaching learning process. Classroom management which is helpful to achieve the successful language learning was not applied well.

An appropriate teaching technique has not been used to improve reading skills for the fifth grade students. The present study is designed to help solving the problems of ineffectiveness of the teaching of reading skill. This study is action research involving the students and the teachers of the class. It is aimed at improving the reading skill in the English teaching and learning process using games.

B. Identification of the Problem

To identify the existing problem in the field, the researcher observed the teaching-learning process in the fifth grade of SD Singosaren Banguntapan Bantul on January 18 and 25, 2011. Based on the observation, the researcher obtained some problems in the teaching-learning process in this class. They are described as follows.

The first problem was related to the students learning activities and personalities. For example, some students were active in answering the teacher questions while the rest were passive. These passive students posed many problems, they did not pay attention to the teacher or the lesson and they seemed bored with the learning activities. They were busy with their own activities. In an extreme case, some of them put their head down on the table. Some of them made disruptive behaviors like shouting, talking or playing with their friends, and

drawing pictures in their note books. Therefore they did not understand and did not respond well to the teacher's questions or instructions.

Another problem was related to the teacher herself. The teacher was not aware of the students' involvement. The teacher did not provide appropriate and interesting media. The following problems were faced by the teacher in teaching English.

Firstly, it was related to the use of teaching aids or media. Variety of media will motivate the students to learn the English. However, the teacher rarely used teaching aids which can improve students' interest. She always used text book and the black board when she explained the materials. There were no pictures, flash cards, English story books or other interesting media that are used as additional resources.

Secondly, the classroom management was less concerted. The seat arrangement was static. Pair or group work which is effective for a great number of students in a classroom has not been used. The activity was only focused on individual classroom activities. So there was a little student interaction and cooperation in teaching learning activities. The teacher intentionally paid attention to active students, so that the others were very busy trying to draw their teacher's attention by making trouble in the class, like talking to each other, shouting, playing alone or with other students. The warning or punishments were given to handle the class, but the teacher did not truly apply it.

Thirdly, the teacher does not apply an appropriate technique in her teaching-learning process. The process of teaching-learning was based on a course

book which was not contextual. The school based curriculum has rarely been applied in the teaching-learning process. It means that the basic competence and the aim of learning could not be reached and the classroom contextual materials have never been given to children. She provided some materials which focused on lexical and grammatical items and asked them to write the answer of the questions given on their note books. Those materials and activities are not appropriate for children as young learners. The class room activities are monotonous. Interesting and interactive activities, such as playing games, telling stories or singing a song were rarely implemented.

C. Limitation of the Problem

From the problems described above, the researcher and the teacher had a discussion and decided to limit the problem in this research study to the urgent and feasible effort to improving the students' reading skill at fifth grade students of SDN Singosaren Banguntapan Bantul in the academic year of 2010/2011.

D. Formulations of the Problem

The problem of this research can be formulated as follows: How can game help to improve the reading skill for the fifth grade students at SD Singosaren in the academic year of 2010/2011?

E. Objective of the Study

This research is aimed improving the reading skill of the fifth grade students of SD Singosaren in the academic year of 2010/2011 through games.

F. Significance of the Study

It is expected that the result of the study can contribute to some parties.

1. For the teachers of English to children, the results of this study are expected to provide the specific procedures of how to improve the reading skill.
2. For schools principals of primary schools, the findings are expected to become good input for implementing the same technique in relevant subjects.
3. For other researchers, the result of the study can be one of meaningful studies which can be reference to conduct research studies in relation to the teaching of English in the elementary schools.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Framework

1. Teaching and Learning English as a Foreign Language in Primary School

In this globalization era, teaching and learning English as a foreign language in primary school is an important part of education. Cameron (2001:16) states that children who start to learn a foreign language in early ages will develop and maintain advantages in some language skills, but not all areas of language skills. It can be said that English is better introduced in the early age.

Finochiro (1974: 19) states that a second of foreign language learning means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of the forms required by the system. The secondforeign language learning also means acquiring the habits of the language that came through the intensive and extensive practice of a lot of examples.

The aims of teaching a foreign language to children are different from the aims of teaching a foreign language to adults. Children as young learners are required to be able to communicate and respond to the teacher or others. They are required to master four skills as well. Adults learn a foreign language because they want to get a job or study further in the country of the target language. Brewster and Ellis (2002: 27) state that four, eight or twelve year old children do not have specific foreignlanguage needs, although some may be under

pressure, usually from their parents or the school system to pass English language examinations.

According to Cameron (2001:11), the central characteristics of foreign language learning lie in the amount and the type of exposure to the language. It means that the exposure to language will be through teaching English at school because there will be very little exposure outside the classroom. She also argues that children learn a foreign language better than adults. This is often used to support the early introduction of foreign language teaching.

Cameron (2001:13) adds that one implication for teachers of a foreign language to young learner is that children will come into foreign language learning at the earliest stages bringing with them differently developed skills and learning abilities in their first language. Learning will be reached when children get the input of foreign language at the earliest stage.

Hudelson (1991: 256-257) states that children learn through hands on experiences and through manipulation of objects in the environment. He adds that children who learn a language need opportunities to use the language in authentic communication setting. Therefore, the language learning should focus on involving pairs and small groups of learners in a real communicative situation.

In Cameron (2001: 6), Vygotsky states that development and learning take place in a social context, for example in a world full of other people who interact with the child from birth onwards. Those people will have an important role to developed children in learning language. Social interactions can help children understand language much more than they learn on their own.

Generally, children respond to the meaning even if they do not understand individual words. They also often learn indirectly rather than directly, so that is why they take information from all sources. Children learn everything around them. They learn about what they see and what they hear rather than only focusing on the precise topic they are being taught (Harmer, 2001: 38). That is why their understanding comes not just from the explanation, but also from what they see and hear, and crucially they have a chance to touch and interact with others.

Children learn a foreign language through playing and talking with adults. Generally, children try to find and understand the meaning and purpose of what adults say to them. Their understanding will be based on their own knowledge which is limited and partial. It is supported by Cohen and Susan (1999: 95) who state that the children somehow picked the language up from hearing it and from being spoken too. The nature and concept of teaching a foreign language in elementary school is new for Indonesian teachers. The objective of a foreign language teaching in classes is to put the students in position in which they can understand the language of a foreign country. Teacher thus need to check the classroom activities from the children's point of view in order to make sure that what they understand what to do.

The question is how to make students understand. The teachers are required to provide comprehensible and contextual inputs which are still based on a school based – curriculum. According to Krashen in Nunan (2006: 13)

comprehensible input means giving input to the learner's language level which is understandable.

The teacher should be aware to the children's needs, both physical and psychological needs. The language teaching should provide appropriate instructions to meet these needs. Nunan (2006:2) proposes that in order to provide the best possible instructions, teachers need to adjust education experiences to meet the developmental stages of the individual child. He also adds that by being aware what children can and cannot do developmentally, teachers are able to provide appropriate learning experience for their young learners.

To create activities in the English teaching and learning, teachers should consider the characteristic above. From the characteristics above, individual, in-pair and group activities are appropriate for children of eight to ten years old. The eight to ten-year-old students are ready to work and cooperate with others.

2. Classroom Management

Classroom management is an important element in the English teaching and learning process. From the characteristics of young children (Brown 2001: 87), the teacher knows what the classroom of the children look like and what might be going on. Brewster and Ellis (2002:218) state that classroom management will also be influenced by the teaching style, the amount of pupil independence that is acceptable in teacher's context, the amount of competition and cooperation the teacher's establish in a class and the role and use of the L1 in a class.

To ensure the successful language teaching and learning for young learners, a teacher must employ an appropriate classroom management that deals with the children's need and characteristics. According to Brown (2001:192), one of the simplest principles of classroom management centers the physical environment for learning: the classroom itself. It considers four categories:

1. Sight, sound, and comfort of class
2. The change of sitting patterns.

If the classroom has immovable desk-chairs, consider patterns of the same circles, U shapes, concentric circles, or if the class is small enough for one circle so that students are not squarely facing the teacher.

3. It gives students added useful input along with auditory, try to be neat and orderly in the chalkboard use, to erase as often as appropriate, a messy, a confusing chalkboard drive student crazy.
4. Equipment

The classroom may be constructed to include any equipment.

Brown (2001:196) also adds that large classes should be large enough to provide diversity and student interaction and is small enough to give students plenty of opportunity to participate and to get individual attention. He mentions some solutions to solve the problem of large class:

1. Trying to make students feel important by learning name and using a large class.
2. Assigning students as much as interactive work as possible, including plenty of "get acquainted" activities at the beginning, so that they feel a part of the community and are not just lost in the crowd.
3. Optimizing the use of pair work and small group work to give students chances to perform in English.

4. Do more than the usual number of listening comprehension activities, using tape, video, and yourself. Make sure students know what kind of response is expected from them. Through active listening comprehension, students can learn a good deal of language that transfers to reading, speaking and writing.
5. Using peer-editing, feedback, and evaluations in written work whenever appropriate.
6. Giving students a range of extra-class work, from a minimum that all students must do to challenging tasks for students with higher proficiency.
7. Not collecting up written work from all of your students at the same time.
8. Setting up small “learning centers” in your class where students can do individualized work.
9. Organizing formal conversation groups and study groups.

Classroom management is an element that is crucial and fundamental in English teaching learning process. With an effective classroom management, the students will be motivated and involved in the teaching and learning activities. An affective classroom management will make students feel secure and comfortable in their teaching learning activities. Good and Brody (1995) in Jones (1998:22) propose the key principles in effective classroom management. They are as follows:

1. The students are likely to follow the class rules they understand and accept.
2. Discipline problems are minimized when students are regularly engaged in the meaningful activities geared to their interest and aptitudes.
3. Management should be approached with an eye toward maximize the students engaged in productive activities, rather than from a negative viewpoint stressing control of misbehavior.
4. The teacher’s goals to develop the student’s self control not merely exert control over them.

From of the discussion above, it can be concluded that an effective management requires an effective management of teachers’ behavior, the lesson

plan, the environment, the equipment, and the teaching technique. Good classroom management can support the success of the teaching and learning process if it is influenced by the teaching style, the amount of pupil independence, the amount of competition and corporation the teacher establishes in a class and the role and use of the L1 in a class.

3. Developing Reading Skill

a. Definition of Reading

Mikulecky (1990: 21) states that reading is more than an interaction between a reader and a text. Reading is a complex behaviors with involving of conscious use of various strategies involving problem solving strategies to build or make of meaning with the writer is assumed to have intended. It means that various strategies are applied in reading activity for getting information from what has been read.

Furthermore, Mikulecky (1990: 25) says that the reading skills are very essential to learn. By learning the skills, students will have good reading competence. They will get fewer difficulties when they do a reading activity. Therefore, it is better for a teacher to make reading skills as the focus of the reading lesson. There are many reading skill learned by students.

Reading is a set of skill that involves making sense and deriving meaning from the printed words. In order to read, they must be able to decode (sound out) the printed words and also comprehend what we read. For second-language-learners there are three different elements which impact reading: the child's

background knowledge, the child's linguistic knowledge of the target language, and the strategies of techniques(Nunan, 2006:69).

From the definition above, we come to the summary that reading is an active process of getting meaning intended by the author from printed or written verbal symbols. Reading is one of the basic skills in the language learning. Without reading people cannot learn the language well.

b. Teaching Reading to Young Learners

According to Nunan (2006: 71) reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. Here are two main reasons that people read: the first is for pleasure and the second is for information.

The words can be introduced to young learners through simple stories. So, they can find it easy to understand. The teacher should give all the words to be read by the children. They should know some words and be able to make guesses about the others using the phonic patterns they have learned. The book should also be colorful and contain pictures that provide hint for the meaning of the words the children may not have read before. The more important thing is for the children to stay positive about reading and excited about the new books they come across(Paul,2003:87).

Furthermore,Nunan (2006:73) says thatreading for information can be as simple as reading as a menu at a restaurant. If a young learner's mother uses a

cook book, the child may help by reading different part of recipe to her mother. Reading for information can also give children pleasure.

Reading purely for pleasure is quite different from reading for finding information. The quick scanning on the menu at restaurant for example, does not need any comprehension than reading a story book. Therefore, the purposeful reading cannot merely be regarded as gaining information from the printed symbol but also developing reader's ability, skill and technique on comprehending what the writer intends to say.

c. Techniques of Teaching Reading

In many countries general agreement about the most effective way of teaching reading means using a balanced approach with several method. These include phonics, working out sound/later correspondences to develop "word attack" skills. This approach aims to consolidate children's phonemic, phonological, and morphological awareness. It highlights the recognition of individual sounds and sounds blends or combinations so that the words can be "sounded out". However, meaning is not always highlighted, so sounds and words may sometimes be presented in sound sets but little other contextualization. While, language experience is used with young children and tries to make print meaningful by encouraging personal events to become part of a simple text. If something interesting happens in the school or classroom the teacher can scribe a sentence, ensure the pupils understand it and then show the pupils how the written words corresponds to the spoken words(Brewster and Ellis, 2002: 111).

The teacher will need to consider the difference between “sounding out” and “reading with understanding” in her/his English class. So the children are able to comprehend a good reading ability.

According to Paul (2003: 88), phonics is a very useful technique for giving the children a confident, positive, and 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 risks and learn from mistakes. It can make words in the Roman alphabet much more approachable, encourage the children to notice patterns they can use to read and write new words and most important of all, active phonics can help the children smile and have a lot of fun.

Further, Nunan (2006: 90) says that children can be taught a variety of reading strategies. Before starting any reading lesson, or even mini-reading lesson, help children use context clues to determine meaning. When using course books be sure to direct children to look for the environmental print. And also help the children use phonics skills to decode the specific word.

In general, it can be concluded that phonics can build confident, positive, and adventurous approach in reading. The most effective way of teaching reading is using a balanced approach with several methods.

4. Games

a. The Nature of Games

A game is an amusing activity. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. Play is a purposeful activity and games are a part of playing. Games are very appropriate teaching technique in the classroom (Nunan, 2006: 57).

A game is defined by Hadfield (1990: v) as an activity with rules, a goal and an element of fun. Games are identical with children. It means that children love playing games. Lewis and Bedson(1999: 5) also state that playing games is the vital and natural part of growing up and learning. In language learning, games will motivate children as young learners in acquiring the language and help them learn a language effectively.

Brewster and Ellis (2002: 172) propose that constructive play and games are not only motivating and fun but also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills. Games can encourage children learning the aspects of language and language skills automatically. They add that for very young children, games also provide an important link between home and school which help them feel secure and confident. Feeling secure and confident will help them to acquire or learn the language.

Paul (2003: 49) adds that when playing, singing, and learning are integrated into a total learning experience, the combinations are very powerful.

Through interesting games, the students acquire the language unconsciously. Besides, students have a short attention span, so give lively games into classes keep them alert and enjoy themselves.

The descriptions above suggest that games are useful to stimulate students in the English teaching and learning process. Although a game is amusing, it must not lose the pedagogical values or the teaching learning objectives. Games provide motivation to young learners to learn the language, motivate them, and help them to master the materials. By using games, they become more competent and confident.

b. Types of Games

It is important to know what types of game are available in order to plan a lesson with balanced rhythm. Brewster and Ellis (2002: 174) explain four main types of games. They are accuracy-focused games (language control), fluency – focused games (communication), competitive games, and cooperative games.

Accuracy-focused games are focus on individually practicing new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that provide useful pronunciation, vocabulary, and grammar practice. The aim of these games is to score more points than others and there is often a clear ‘winner’.

Fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of the ‘communicative’ approach. Collaboration is achieved by trying to create a

contact where the students focus on getting a task done together, while of course using key language rather than simply practicing language items.

Competitive games are organized in teams, groups, pairs or individually. There is only a winner who has done something first or gained the most points. Hadfield (1990: v) supports the statements by saying “a competitive game is a game where the players or teams race to be the first to reach the goal, for examples bingo game and matching game”.

Cooperative games are done by trying to create a context where the students focus on getting a task done together. Cooperative games are games where the players or teams work together towards a common goal, for examples guessing game and puzzle-solving game (Hadfield, 1990: v).

Meanwhile, Lewis and Bedson (1999: 16) divide games into ten. They are:

1) Movement games

In these games, the students are physically active and need to be closely monitored.

2) Cards Games

Students collect, give away, exchange, sort, and count cards. The cards can have a meaning or value in a game, or simply serve as symbols for object or actions.

3) Board Games

Board games can be made by the students as a fun craft activity and these also mainly involve moving markers along path.

4) Dice games

Dice games are incredibly versatile. The dice need not only have numbers on the faces but also have colors, letters or the alphabet virtually anything you like.

5) Drawing Games

Drawing games are special because they span a gap between key functions of the brain.

6) Guessing games

In guessing games the aim is to guess the answer to a question of some kind.

7) Role-play Games

Role-play games can be seen as simple guided drama activity. Role-plays stimulate a student's imagination and test of true communication.

8) Singing and Chanting Games

Singing and chanting games often involve movement, but the teacher decide to list them separately since music plays such an important role, especially in early childhood learning.

9) Team Games

Team games can belong to the other categories, but also require to co-operative team work.

10) Word Games

These games utilize students' enjoyment of playing with words. They are mostly for older students as they involve spelling and writing.

In conclusion, games can be played in the classroom individually, in pairs, or in small groups or teams. A teacher can choose how he/she plays the games depending on the size of the class and the type of activities.

c. Criteria of Good Games

Lubis (1998: 5) states that games can add fun and variety to a conversation session. They both are valuable in manipulative phases of language learning. Of course, for maximum benefit from a game in either phase the teacher should select only the best from the hundreds of games available. He also states that a good game must fulfill the following requirement:

- 1) Games should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners;
- 2) Games should involve pair work and group work because they have the advantages that learners are working simultaneously and to be more active;
- 3) Games should be tried out first before they are implemented in the class.
- 4) Games should involve group monitoring because students will be constantly correcting each other;
- 5) Games should be played fairly;
- 6) Games consider the language levels and interest of the learners; and
- 7) Games should be presented by giving a demonstration first before they played.

Therefore, it is clear that not all games can be applied in any class. The teacher should choose the best for the students. So, the games are not only used for having fun but also for achieving a certain language skill.

d. The Advantages of Games

Paul (2003: 49) states that games provide a nonthreatening environment for coping with new learning which children are having fun, they move to risk, make mistakes without having feelings of failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns. Games also provide opportunities for creative activities and experiences of interpersonal role playing that create interest to students and fulfill educational objectives. Lewis and Bedson (1999: 5) say that games add variation to lessons and increase motivation by providing a plausible incentive to use the target language.

In regard to teaching reading, games are useful to stimulate the students' comprehension by doing some actions. With having feeling of fun, children are more relaxed to receive the language contextually. It gives children an optimum opportunity in using English and they seem less embarrassed. The games context makes English useful and meaningful for children.

Here are the list of advantages of playing games proposed by Brewster and Ellis (2002: 173):

- 1) They add variety to be the range of learning situations.
- 2) They change the pace of a lesson and help to keep pupil's motivation.
- 3) They lighten nonformal teaching and can help to renew pupil's energy.
- 4) They provide 'hidden' practice of specific language pattern, vocabulary, and pronunciation.
- 5) They can help to improve attention span, concentration, memory, listening and reading skills.

- 6) Pupils are encouraged to participate; shy learners can be motivated to speak.
- 7) They increase pupil-pupil communication with provides fluencypractice and reduces the domination of the class by the teacher.
- 8) It helps create a fun atmosphere and reduces the distance between teacher and pupils.
- 9) They can help reveal areas of weakness and the need for further language.
- 10) They can help to motivate and improve writing skills by providing a real audience context and purpose.

In conclusion, games play an important role in the language teaching and learning process. They can encourage students in learning a foreign language. One of the most important reasons for using games in classroom activities is simply that games are immensely enjoyable for both the teacher and the students.

5. The Characteristics of Young Learners

Teaching young children is different from teaching adolescents or adults. Since children, adolescents and adults have different characteristics, the way of teaching will also be different from each other.

According to Harmer (2002:38), young children learn differently from older people in some of the following ways: young children respond to meaning even if they do not understand individual words. They often learn indirectly rather than directly. That is they absorb everything from their surrounding rather than only focusing on specific topic they are being taught, their understanding come not just from explanation, but also from what they see, hear and the most important have a chance to touch and interact with; they generally show an enthusiasm for learning and curiosity about the world around them they are eager to talk about themselves; and they respond well to learning that uses themselves and their own lives as main topics in the classroom.

Children love to discover things and play with their imagination. In that way the teacher can expect them to involve in some of the activities such as games, songs, stories, and so on. For example, the teacher can use game where children take role to someone else. The teacher can put the setting of the pet shop for the game. In the game, children need to act as the buyers and sellers. This kind of game will make children become interested and challenged. A similar situation can also be done through songs or stories.

Moreover, Lamb (1967:279) states some points about young learners who learn at elementary school. In learning a language, the young learners enjoy imitation repetition, and dramatizing memorize easily can remember what they have heard and repeated without seeing the written word and are naturally curious about people in others countries.

These characteristics can be used by the teacher to choose appropriate technique in the teaching learning process. The characteristics of young learners stated about show similarity with those stated by Brewster and Ellis (2002:27) some of the characteristics are that children have a lot of physical energy and need to be physically active. They have great emotional needs. They are emotionally exciting; they tend to be self oriented and pre-occupied with they own world. They get bored easily, they are excellent mimics, and they can concentrate for a surprisingly long time if they are interested and that they can be easily distracted but also very enthusiastic.

To sum up, the children as young learners have different characteristics from the adult learners. These differences involve not only physical but also

mental behaviors. Physically, children are more active, they like to play, do imitation, love to discover things and understand something by connecting their sense. Mentally, most of the time, children learn indirectly rather than directly. They have great emotional needs which sometime can make them feel very enthusiastic one time but get bored easily another time. Children also can acquire something quite fast, especially a language, through experiences, instruction and the use of the language.

6. The School Based Curriculum

In Indonesia, the primary schools and high schools is based on the School Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*), which completely accords with the level of students' knowledge. Based on Article 35 Subsections 2. No. 20 of National Education System Law 2003, it is stated that: *standar nasional digunakan sebagai acuan pengembangan kurikulum, tenaga pendidikan, sarana dan prasarana, pengelolaan dan pembiayaan* (National Education System is used as a reference of the development of curriculum, educational staff, facilities, management, and finance).

Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevasinya oleh setiap kelompok atau satuan pendidikan dan komite sekolah/madrasah dibawah koordinasi atau supervisi dinas pendidikan atau kantor departemen agama kabupaten / kota untuk pendidikan dasar dan propinsi untuk pendidikan menengah (UU no.20 tahun 2003 pasal 38 ayat 2). Primary and high school curriculum is developed by every group, education unit and school committee at the direction of education or religion department coordination and supervision of cities of

primary schools and of a province and for high schools (Article 38 Subsection 2 No. 20 of Law 2003).

The curriculum of elementary school is different from the high school curriculum because the elementary students are required to have an ability to communicate and to improve their enthusiasm in learning a language. Article 6 Subsection 6 of Government Law no. 19, 2005 states that *kurikulum dan silabus SD/MI/SDLB/paket A atau bentuk lain yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan berhitung serta kemampuan berkomunikasi* (Primary school SD/MI/Package A or the same level institutions emphasizes the importance of reading and writing, counting and communication abilities).

Based on the KTSP, English is the means of communication either spoken or written. English is aimed to develop language competences in order that the students are able to communicate and interact in English for children level of literacy which includes preformatted, functional, informational and epistemic. Furthermore, it is stated that *Sehubungan dengan hal tersebut, perlu ditetapkan standar kompetensi Bahasa Inggris bagi SD/MI yang menyelenggarakan pelajaran Bahasa Inggris sebagai muatan lokal* (KTSP 2006). (In regard to this, standard competence should be determined for elementary schools/MI which uses English as local subject).

The objectives of teaching learning for young learners are different from the objectives of the teaching learning for older learners. Teaching English for children in classroom is emphasizing on students' language skills to communicate

in English and interact in English to support school and classroom on activities. The objectives of an English subject in elementary school/MI are that the students should have a competence to:

- a. develop an ability to communicate in limited spoken as language accompanying actions in school context.
- b. have awareness of the importance of English to improve competition in global.

The scope of the English teaching in elementary schools includes some aspects: listening, speaking, reading and writing. By considering the syllabus, the teacher can determine appropriate materials, media and teaching techniques which are based on the real context. Therefore, the objectives of the teaching learning can be achieved by implementing some language competences. The English teacher for children should apply the standard competence and basic competences to achieve the learning objectives.

a. Syllabus of Elementary School

Brewster and Ellis (2002: 223) mention that the syllabus provides a list of the language items that are to be taught, how they are to be taught in which order, and how language it should take to teach them. The syllabus will help teachers to arrange well-planned lesson.

The English instruction in Indonesia aims to develop four skills those are; listening, speaking, reading, and writing so that the graduates will be able to communicate each other in the certain literacy. Those four levels of literacy are performative, functional, informational, and epistemic. At the performative level,

learners are able to read, to write, to listen and to speak within various symbols used. At the functional levels, learners are able to practice the language in their daily life, such as reading the newspaper, reading menu at the restaurant etc. At the level of informational, learners are able to access knowledge through their language ability, meanwhile at epistemic learners are able to express knowledge to the target language (Wells, 1987 cited in Depdiknas 2006: 402). In conclusion, the teaching and learning process of the elementary school students has to be at the performative level.

According to Depdiknas (2006), establishing English as a local content subject in Elementary school aims to support the readiness of the elementary school graduates in facing the learning English process at the higher level (secondary school). In addition, English instruction in Elementary school is intended to develop language ability used to accompany the action or in other words called *language accompanying action*. In this case, English is used for interaction and it is characterized by “*here and now*”. The topics are all about things in a situational context. The young learners are required to interact in English to support their classroom activities. Meanwhile, the objectives of English subject in Primary School are that the students should:

- 1) have the competence to develop the ability of communicating in the school context
- 2) have the awareness of the importance of English in Global.

b. The Lesson Plan

The English teacher of SDN SingosarenBanguntapanBantul also uses the school based curriculum in their teaching learning process. The teacher is required to achieve the objectives of the teaching learning based on the curriculum. A well material planned is needed to teach the objectives of language teaching. It can help them to teach a language, how time will be managed and how class is arranged. The lesson planned mentions the objectives the durations, technique of teaching, and the elevations. It should be submitted to the school principal of SDN SingosarenBanguntapanBantul at the end of the semester. The teacher should implement the lesson plan in every meeting of their teaching learning process.

B. Conceptual Framework

As a foreign language subject, the English learning-teaching process faces many problems. The main problem is students' learning activities and personalities. They did not pay attention to the teacher or the lesson during activities. The main cause, the English teacher did not promote games in English teaching and learning process. There are only explanation and limited exercise activities in the classroom. In order to solve the problem above, the researcher tries to implement games to improve students' reading skill. Then, the researcher and research members try to solve the problems by observing, planning, implementing and reflecting the actions. To achieve the research purpose, the teacher and the researcher may collaboratively work to find problems and their causes. The implementation of games are expected that there would be some changes in students' reading skill during the teaching and

learning of English at the Grade Five students of SDN Singosaren, Banguntapan, Bantul. It is expected that there will be some changes in the students' reading skill of fifth grade students of SDN Singosaren, Banguntapan, Bantul after the games have been applied.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is action research. It is a kind of research which is collaboratively conducted to change what is going on in the classroom, including the techniques, classroom management, curriculum, media, materials and evaluation system by formulating the problem, planning and carrying out the actions and reflecting on the actions. The two important aspects that can influence the success of the study are discussion and collaboration among all participants.

B. Subject of the Research

The subjects of this study were students of grade 5A, SDN Singosaren in the academic year of 2010/2011. The class had 21 students consisting of 11 female and 10 male students. The students were about ten up to eleven years old. Most of them came from middle low economic background. Most of their parents were farmers. Several parents were entrepreneurs and civil servants. Most parents were high school graduates and some of them obtained their S1 degree.

C. Setting and Time of the Research

The action research was conducted in SDN Singosaren, Banguntapan, Bantul located in Kota Gede, Yogyakarta. The location of the school is about six kilometers from GedongKuning Street. SDN Singosaren has 12 classrooms, a library, a teacher office and a principal office.

In SDN Singosaren, English is taught from grade I up to VI. For the grade V, the English class was held once a week, every Tuesday for about 2 x 35 minutes. It was from 08.10 up to 09.20 am. The teacher took the materials for the teaching learning process from the book entitled *Speed Up English 5* published by Yudhistira.

The research was carried out in the second semester in the academic year of 2010/2011. It was from January to March 2010. The class was held once a week, every Tuesday. The duration was 2 x 35 minutes for one meeting. It was from 08.10 up to 09.20 am.

D. Participant of the Research

The participants of the research were the researcher, collaborator, the English teacher, and grade V students of SDN Singosaren Banguntapan Bantul in the academic year of 2010/2011. The researcher and the English teacher agreed that the researcher implemented the action while the teacher and peer-reviewer observed and noted the students' reactions toward the implementation.

E. Data Collection

The data of the research were in forms of opinions, obstacles, and expectation of the research members. They were obtained by interviewing the students of grade V, doing the observation during the teaching learning process and holding discussion with the English teacher, the observer and the researcher. The instruments for collecting data were a mobile phone to record

the interview, observation guidelines and interview guidelines. So the data were in the form of field notes and interview transcript.

To fulfill the validity of the research, the research followed five criteria proposed by Burns (1999: 161). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

1. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas, and comments about the implication of the research. In this research, democratic validity was assessed by having discussion with member of the research, namely the students, the teacher, the principal and the observer. During the discussion, the researcher let them give their ideas, comments, and suggestion toward the research.
2. Outcome validity is notions actions leading to outcome achieved within the research context. To fulfill the outcome validity, some indicators that show the improvement of the students' reading were formulated together. The indicators are as follows:
 - a. The students are able to spell and to utter sentence correctly.
 - b. The students are able to respond and to ask about the materials given.
 - c. The students are able to answer questions according to the story given.
3. Process validity is related to the response of stakeholders towards the changes occurring to themselves. The process validity as a reflecting on the data collection and modifying the strategies to answer the question occurred during the process. To access the process validity, the researcher

examined the data and identified whether the participant were able to go on learning from the process. He also identified the changes occurring during and after the action done.

4. Catalytic validity is related to the response of the stakeholders towards the change happened during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened. Despite the students' reading ability as the main problem, there was another problem. Most of the students were easily got bored. The involved members agreed to solve the problem by implementing various interactive language activities during the English teaching and learning process.
5. Dialogic validity is the process of peer review that is commonly used in academic research. This validity was fulfilled by implementing various activities during the research findings with the collaborator and some students of English Education Department of UNY. Most of them were also research practitioners. The member of discussion gave their opinion and their critics about the research report.

F. Data Analysis

The data collected were analyzed from the field notes and interview transcript during the research. To obtain the trustworthiness, the researcher applied triangulation suggested by Burns (1999: 163). Meanwhile, to fulfill the reliability of the data, the researcher involves more than one source of data, namely the researcher, the English teacher, the observer and the students of grade V of SDN Singosaren Banguntapan Bantul.

The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other notes that related to the data such as notes of students' achievement and errors during the process. He took field notes of what he did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what the researcher wanted to do in the class. After that, the researcher interviewed the students to know what they felt during the class activities. From the interview transcript, it could be shown the progress of the implementation given. The researcher also interviewed the teacher and the observer to get some comments, perceptions and suggestion about the action.

G. Procedures of the Research

1. Reconnaissance

As the first step in this research, the researcher reviewed the classroom teacher and the school principal to identify the existing problems in the field notes. The researcher collected the information by observing the teaching learning process, interviewing some students and having discussion with English teacher. They shared their opinion, ideas, and problem teaching learning in the fifth grade of SDN singosaren, Banguntapan, Bantul.

Based on the interviews and field observation, the researcher, the classroom teacher, and the school principal were classified. The major problem in the research was how to explore games to improve reading skills in the English teaching-learning process in the fifth grade of SDN Singosaren,

Banguntapan, Bantul. The thematic problem taken cannot be separated from other existing problems, namely:

- a. Problems related to the teaching techniques of the teacher.
- b. Problems related to the students' ability.
- c. Problems related to the media and teaching materials.

2. Planning

After identifying and selecting the problem, the researcher worked together with the teacher to plan some actions to be implemented. She made general and specific plans. The general plan was used to plan all aspect related to the classroom research to improve the students' reading skills. The specific one is made to plan the next cycle. The aim of actions was to improve the students' reading skills through games. The action plan to be carried out was as follows.

- a. Using classroom English to introduce the students to some simple expressions.
- b. Using games as a main activity to improve the students' reading skills to make them involved in the teaching-learning process.
- c. Using media in teaching learning process to attract students' attention in the teaching-learning process.
- d. Using songs motivate the students in learning English.

3. Action and Observation

In this step, the researcher acted as the teacher. While implementing the actions, the researcher observed what was going on in the classroom to find the

problems. The researcher also observed and recorded the students' reactions during the activities and did interviews with some students of grade V after the action had been done.

The English teacher and the collaborator helped the researcher to observe and record the process of the teaching and learning process. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next actions.

4. Reflection

The researcher made reflections in every cycle. The reflection was important to do to measure whether the actions were successful or not. If the actions were successful, they would be continued. If the actions were unsuccessful, they would be revised in the next cycle. The reflection was done by analyzing the field notes and interviews with the students, collaborator and the English teacher. The result of the reflection would be used to see what happened in the actions, to see whether the objectives were achieved or not and to improve the next actions in the second cycle.

CHAPTER IV

THE RESEARCH PROCESS AND GENERAL FINDINGS

It has been mentioned in the previous chapter that this research is classroom action research. The objective is to improve the reading skills of fifth grade students in SDN SingosarenBanguntapanBantul. In this study, the researcher explores gamesto improve the teaching and learning reading for children.

A field note describing the situation of English teaching learning process of fifth grade students in SDN SingosarenBanguntapanBantul has been written by researcher before action conducted. The researcher observed the teaching learning process on January 18 and 25, 2010. The situation of English teaching learning process is described in the field note below.

Place: class 5B of SD SingosarenBanguntapanBanrtul

Date: January 18, 2010

Time: 08.10 – 09.20

The class was very noisy when the teacher came at the back side of the class. Some students asked the teacher to introduce herself. “Good morning everybody” the researcher greeted them in English and some of the students answered loudly. Some students also asked some questions to them. Introduction was done in turn by the researcher and her friend. After that, the teacher started teaching English in the classroom.

The teacher asked the students to open their “Focus” text book. She asked the students to fill the blank in the food and drink task. Some students were bored and some of them did the exercises. After that, she discussed the exercises by calling a student name to answer it. Other students didn’t pay attention to the teacher and asked them to keep silence but they ignore her. Some of them lied down their head to the table and some students talked to each others.

After discussing the task, the teacher reminded the students to do some homework from a text book. The class was uncontrolled because they knew that the class was over. Then

the teacher closed the lesson by saying “I think, it’s enough today, good bye students”. They yelled and walked around the class.

The research consists of 4 steps. They reconnaissance, plan action and observation, evaluation and reflection.

A. Reconnaissance

1. The identification of the Problem

Observation was done in the English teaching and learning process. The students and team members were interviewed by the researcher in order to get some input about their opinion concerning the weakness, obstacles and suggestions related to the English teaching learning process.

Table 1: The English Teaching and Learning Problems Concerning the Reading Skill of Grade Five Students of SDN SingosarenBanguntapanBantul.

No	Problems
1.	The students lost their attention easily.
2.	The student did not listen and respond to teacher’s instructions and questions well.
3.	The students were bored and passive during the teaching learning process.
4.	The students reading skill was low.
5.	The students’ involvement in teaching learning English was low.
6.	The activities were monotonous.
7.	The teacher used the course book page by page monotonously.
8.	Games were rarely applied in teaching learning English.
9.	The teacher does not focus on the language skills in teaching learning English.
10.	The teacher does not use various appropriate teaching techniques.

(Continued)

(Continued)

No	Problems
11.	The teacher had limited knowledge in teaching reading technique.
12.	Classroom management was ignored by the teacher.
13.	The teaching aids and media were not used in teaching learning process.

2. Weighing of the Problems Based on the Urgency Level

Weighing of the problems based on the urgency level was done after the problems were identified. To weigh the problems, the research team members worked collaboratively to find their opinions in categorizing the problems identified. There were 8 urgent problems based on the result of the observations and interviews. The most urgent problems were taken because the problems influenced other problems and needed to be solved soon. The most urgent problems were in the table below.

Table 2: The Problems of Urgency Level in Te English Teaching and Learning process concerning the listening skill of Grade Five Students of SDN SingosarenBanguntapanBantul.

NO	Problems
1.	The students lost their attention easily.
2.	The students reading skill was low.
3.	The students were bored and passive during the teaching and learning process.
4.	The students did not listen and respond to the teacher's instructions and questions well.

(Continued)

(Continued)

No	Problems
5.	The teacher used the course book page by page monotonously.
6.	The teacher did not focus on the language skill in teaching learning-English.
7.	The teacher did not use various appropriate teaching techniques.
8	The media were not use in teaching-learning process.

3. Selection of the Problem Based on the Feasibility to Solve

In this step, the field problems were selected by team members based on the feasibility of the problem to solve. By considering the time, funds, and energy, they selected the problems in the teaching and learning process which were most solvable. Those problems were as follows.

Table 3: The Problem Most Feasible to be solved in the English Teaching and Learning Process Concerning the Reading Skill of Grade Five Students of SDN SingosarenBamguntapanBantul.

No	Problems	Code
1.	The students lost their attention easily.	S
2.	The students did not listen and respond to the teacher's teaching and learning process.	S
3.	The students were bored and passive during the teaching-learning process.	S
4.	The teacher used the course book page by page monotonously.	T
5.	The teacher did not use various appropriate teaching techniques.	T
6.	The teacher had limited knowledge in teaching reading technique.	T

S: Students

T: Teacher

F: Facilities

4. Pre- Requisite Analysis

After the teacher and research members decided the problems that were feasible to be solved, a pre- requisite analysis was determined by the researchers in order to find the cause and effects relationship between the problems and the actions implemented.

The pre-requisite was made and discussed by the English teacher. The discussion was done in order to get the opinions and suggestions of English teacher about pre- requisite analysis. The result of the pre- requisite analysis of the field problems could be seen on the table below.

Table 3: The Pre- requisite Analysis of the field problems feasible to the solved in the English teaching and Learning Process concerning the Reading skill of Grade Five Students of SDN SingosarenBanguntapanBantul.

No	Problems	code
1.	The students lost their attention easily.	S
2.	The students did not listen and respond to the teacher's teaching and learning process.	S
3.	The students were bored and passive during the teaching-learning process.	S
4.	The teacher used the course book page by page monotonously.	T

The teacher used the course book page by page. As the result, the activities were monotonous. It caused the students to feel bored and to be passive during teaching learning process and lost their attention easily.

5. Objective Analysis

After the researcher and research members analyzed the pre-requisite analysis, the objective analysis was discussed by the researchers. In this step, the school principal entrusted the researcher and English teacher to make the objective analysis.

The researcher and research members formulated the final objective of four solvable problems. The alternative causes of every problem which were tried to be found by considering the possible factors. They made the alternative causes of the possible factors and gave opinions concerning the action implemented. These factors were the English teacher, students, materials, media, the teaching-learning process, and other factors. Finally the possible factors of the alternative causes which appeared were analyzed more deeply by the researcher and English teacher.

From the result of discussion, some possible causes were identified. The English teacher confessed herself that she did not know how to teach and she used a course book page by page monotonously. It caused the students get bored and passive during the English teaching-learning. Finally they did not listen and respond to the teacher' instructions and questions well.

B. Plan, Actions and Observation, Evaluation and Reflection

The problems were discussed by the researcher and English teacher to formulate the actions and to overcome the problems. Opinions, suggestions, and comment were given by the English teacher. Having discussed and considered the

limitation of time, energy and fund, some actions were formulated as the effects to overcome the feasible problems. The actions were as follows:

- a. Using games as main activities.
- b. Using classroom English.
- c. Using media in teaching learning process.
- d. Using songs.

The researcher used lesson plans before the actions were applied. Presentations, Practice and Production (RPP) was used as a teaching method. There were 3 main activities in the while activity, presentation, practice, and production activity. The implementation of using classroom English was one of teaching reading and techniques to support the success of teaching reading. The classroom English were used as the language for delivering materials, giving instructions, greeting and leave-taking. Such as “*Good morning class*”, “*how are you today?*”, “*Sit down*”, “*stand up*”, “*raise your hand*”, “*repeat after me*”, “*Good bye*”, “*see you next week*”. The classroom English should be used in teaching English so that the objective of teaching reading can be reached.

Games as a main activity were used in every meeting. The researcher has shown the benefits of games in the classroom. Games make the students feel comfortable and minimal stress during teaching-learning activities. This action focused on improving students’ reading skills and encourages them to learn English.

The third action was using media in every action. Media could attract the students’ attention in teaching-learning English. Media were interested and

colorful so that the students could be attracted to the activities. For example, pictures, flash card, flannel, etc. Those pictures help the students to comprehend the materials.

The last action was singing song activity in teaching learning English. Songs were effective activities to encourage student to learn English and to attract their attention during teaching learning process. The researcher chooses some action songs to present the materials and warm up the students. A song was used in post-activity because it was an appropriate time to make them more enthusiastic.

C. Report of Cycle 1

1. Planning

As stated in the previous part, the main problems concerning the reading ability in SDN SingosarenBanguntapanBantul were as follows:

1. The students lost their attention easily.
2. The students did not listen and respond to teacher's instruction.
3. The students were bored and passive during the teaching-learning process.
4. The teacher used the course book page by page monotonously.

Therefore, the researcher did the actions in two meetings of this cycle. The actions were as follows:

- a. Using games as main activity.
- b. Classroom English to support games as main activity.
- c. Using media in teaching-learning process.
- d. Using songs to support the teaching reading skills.

2. Implementations of the Actions

The actions were taken two times on February 8 and 22, 2011. There were two meetings in the first cycle. The actions were applied in every meeting.

1. Meeting 1

The actions applied in the first meeting of using classroom English, games as main activity, media and songs. The researcher acted as the teacher and the English teacher become the observer. After the actions had done, she gained some opinions from the observer and students. These are the descriptions of the actions in the first meeting.

The first action intensified the use of classroom English. In the first meeting, the researcher used English for greeting, leave-taking, giving instruction and presenting the materials. She used simple sentences to make the students remember and respond to the teacher's questions and instructions. It could be shown when the teacher greeted the students and they answer it well.

The teacher: *"Good morning class..."*

The students: *"Good morning miss..."*

The teacher: *"How are you today?"*

The students: *"I am fine, thank you. And you?"*

The teacher: *"I am fine too, thank you..."* (FieldNote 7)

The researcher also used English to check the students' attendance by calling their names. When the teacher asked, *"who's absent today?"* the students started looking each other. Then she translated into Bahasa Indonesia *"Siapa yang tidakmasukhariini?"* and they said *"Nggakada"*. The teacher also gives

explanation how to answer the question properly by write it down in the blackboard and read together then repeat the question. Then the students said loudly, "*No one miss...*" For the leave-taking, the students also did not respond to the teacher's utterance well. When the teacher said "*Ok class, this is the end of our meeting today and see you next Tuesday*". The students talked to each other. She repeats loudly "*See you next Tuesday*" and they answered "*See you miss...*". The teacher's repetition, explanation, and loud voice can give good influences to the students' responses. They could read and respond to the teacher.

Some instructions, greeting and leave-taking were given by using English. For example, "*Sit down*", "*stand up*", "*repeat after me*", "*Good bye*", "*See you next week*". The researcher wrote the instruction down in the black board and read it together. So, the students understood the instructions easily. When the students became noisy, she used English to handle the class. For example, "*Silence please!*", "*Afian, keep your toy or I keep it!*" etc. She used gesture or body language to emphasize her instructions or explanations. The students respond to the teacher's commands appropriately. It means that non-verbal languages or gestures can help the student's comprehend the teacher's explanations and instructions.

The second action was using games. A game was used as production activity, an activity in which the students perform their skills without the researcher's control. She used *Food and Drink* game to introduce them some instructions. Before applying this game, she gives some models of how to give and do the instructions.

They looked very enthusiastic to play this game. It could be shown when they give support for their team and said “*Ayo!...ayo!*”. The researcher also found some of the students had no motivation especially some of the boys when they have to compete in the game. The researcher and the teacher decided to give reward for the next meeting. It was shown from the interview below:

PN: *Menurutibu, kendalaapasaja yang di hadapi di kelastadi?* (What do you think about the problems at the class?)

GR: *Mmmm... mungkinuntukpertemuanberikutnya di rubahtekniknyakarenatidaksemuasiswamelakukanpermainandengansemangat*(maybe you should change the technique, because not all of the students play the game enthusiastic). (Interview: 7)

PN: Rizky... *kegiatan di kelastadibagaimana?*(Rizky, what do you think about the activiti today?)

S2: *Asikmis...*(it was fun miss..)

PN: *Tadibelajarapaaja?*(what did you learn?).

S2: *Belajarjenis-jenismakanansamaminuman. Terus pasang-pasanggambarsamanyaritulisannyasambil di bacakeras-keras*(I learned kind of food and drink, then stick the pictures and found the flash card while readied loudly).

PN: *Susahnggak?*(was it difficult?).

S2: *Nggaksih, tapikadangbingung*(no, but sometimes I am confused).

PN: *Bingungkenapa?*(why?).

S2: *Gambarnya kecil, nggakkelihatan*(the pictures was little, i can't see it clearly)

PN: *Oh begitu, kamududuk di belakangnya?*(oh i see, did you sat in the back row of the class?)

S2: *yamis...* (Yes, miss)

(Interview: 8)

In this cycle, the pictures were used for presentation and game activity. The teacher pronounced the vocabularies related to the material and asked the students to repeat after her. The picture was not big enough for the students who sat in the back row could not see clearly. Then the teacher moved forward to show the picture for them.

The researcher used a song to help her present the topic. The first song was "*what do you like song*". It was song to warm up students and introduce them the materials about food and drink. It could be seen from the field note.

T: "*Do you know "what do you like song"?*"

S: "*No*" they answered.

T: "*Ok, do you want to sing this song?*"

S: "*yes...*"

T: "*Now, everybody stand up and follow me...*"

(Field Note: 7)

2. Meeting 2

The actions were the same as the actions in Meeting 1. Classroom English was applied in this meeting for greeting, leave taking, giving instructions, and presenting topics. In the second meeting, the teacher greeted the students and they answered it well. When the teacher said “*Good morning*”, all students answered “*Good morning*” loudly.

The teacher also made reward board to make the students more interested and motivated during the lesson. There are four points in the reward board, listen quietly when the teacher is speaking, stay in your seat during the lesson, answer questions and games winner. The students should collect the stars as many as possible to get the point. The one with the highest point will get a gift as a reward.

She used games to help the students to improve interest and their reading skills. Based on the opinion and observation of the English teacher, the researcher chose “*Everybody show game*”. The game was so simple and interesting that the English teacher could apply it and the students were motivated to do the game. Before applying this game, she gave a model of how to give and do the instructions not only in the presentations but also in the practice activity.

In the practice activity, the researcher asked the students to read a story to train their reading skills. Then she chose the word related to “*my family*” such as father, mother, brother, sister, grandfather, grandmother, uncle, aunty, daughter and son etc. Every student made 4 sets of cards with one of the words on each card in a set. They invited a classmate to play a game with card. Each student had a set of card on the table with the word showing and the teacher said “*Everybody*

shows". When the researcher said one of the words, each student immediately picked up the card and showed the teacher the word. They looked cheerful and some got confused and made mistakes. But they still smiled and looked fun. They were confidence enough when they showed the word enthusiastic to the teacher. It was shown in the interview transcript below.

PN: "*Arif, tadipelajarannyagimana?*" (How was the lesson today Arif?)

S1: "*Asik...*" (it was fun)

PN: "*Bisangikutinpermainannya?*"(Could you follow the game?)

S1: "*Bisa, tapiada yang bingung*"(yes, but I am still confused)

PN: "*Kenapa?*"(why?)

S1: "*Kalo pas cepet miss, kadang-kadanglupajugatadi di suruhapa*"(when you gave instruction quickly, sometimes I forgot when the teacher said).

PN: "*Lebihasikpermainan yang sekarangatau yang kemarin?*"(Are you interested in previous game or this game?)

S1: "*Lebihasik yang sekarang*"(I am interested in this game)

(Interview:10)

The next action was making a family tree based on the text which the teacher gave to them before. It helps the students to improve their reading skill.

(Appendix: 5)

The last action was singing a song which was suitable with the topic. The researcher thought "She's my mom!" is a perfect song which is related to the topic. (Appendix: 5)

3. Reflection

After conducting the actions in the first cycle of the research, the researcher did some reflection. It was done based on the observations in the teaching learning process, the students' opinions and comments from the English teacher as the observer. From the implementation of the action above, there were two main results. They were successful and unsuccessful result that would be concluded as follows.

- a. Using games as main activities to improve the reading skills was successful. The students were more interested and enthusiastic in learning English. It could be seen in Interview 7 with the teacher, "*wahgamenyabagussekali yah..anak-anaktadijadilebihaktifdantidakbosanmerekajugamengikuti yang di perintahkan guru*"(the game was very good. The students were more active and not bored. Most of them could follow the teacher's instruction). Games can encourage children in learning the aspects of language and language skills automatically. The games could improve their reading skills as well.
- b. Using expressions of the classroom English, such as greeting and leave taking was an effective way to support the success of teaching and learning of English mainly reading skills. Therefore, it needed to be implemented in every meeting to make them familiar. The students have already known the greeting and leave taking expressions. When the teacher asked them some questions or to do something in English, they did not respond the teacher's questions and instructions well.

- c. Implementing English in giving explanations to improve their reading skills was not quite successful. The teacher not only wrote it down in the blackboard but also gave the gesture. So, the students could understand and respond to the teacher better. It could be seen from Field Note 7.

Peneliti menjelaskan aturan bermain tetapi siswa hanya terdiam. Kemudian peneliti menuliskan instruksi di papan tulis, membacanya bersama-sama sambil memberikan contoh melakukan game food and drink. Siswa baru menganggukkan kepala dan mengerti. (When the teacher explained the rules of the game, the students kept silent. Then the teacher wrote it down in the blackboard, read it together while she acted out how to play the game. The students nodded their head and they understood).

- d. The media were effective for attracting the students' attention. They were used as tools to overcome the students' boredom. The media could help the teacher to present the materials and introduce some new words as well. Picture as a form media can be used as a tool to introduce the materials or new words. However, the picture was not clear and big enough. The students found it difficult to look at the picture, especially the student who sat in the back row of the class. It could be seen in Field Note 7, "Miss, enggak jelas gambarnya ("Miss, the picture was not clear").
- e. Using songs was an effective teaching technique to encourage the students in learning English. Singing song was needed to introduce them new words and teach them the sound.

4. Findings of Cycle 1

After the researcher did the reflection of the action, and there were some points that could be concluded as follows.

- a. Using games was effective to improve the students' reading skills. The students were more motivated and fun to learn English. Games could be appropriate to encourage children in learning some new words and other aspects of language. The variety of games was needed to lose the students' boredom.
- b. Classroom English needed to be implemented every day.
- c. Giving explanation in English needed to be improved. Write it down in the blackboard and read it together also gave the body language, mimics, repetitions, and sometimes translations in Indonesia are useful to help the students understand the explanations.
- d. The media were effective for attracting students' attentions. The media used should be various and colorful to attract the students' attention and overcome their boredom.

D. The Report of Cycle II

1. Planning

There were some aspects in the first cycle that still need improvement. Therefore the researcher would implement similar actions in the second cycle. The actions were as follows.

- a. Using games as the main activities.
- b. Using classroom English to support the success of games as the main activity.

- c. Using media in teaching learning process.
- d. Using songs to support the teaching reading skills.

2. Implementations of the Actions

The actions were held two times, i.e. on February 22, 2011 and March 1, 2011. Based on the discussion between the researcher and English teacher, she decided to conduct the same action that has been done in the second cycle. The research members found the improvement of the fifth grade students' reading skills in SDN Singosaren Banguntapan Bantul.

a. Meeting 1

February 22, 2011 the researcher started her second cycle. In this cycle, English classroom was similar to the first cycle. The researcher as the teacher used greeting, leave taking and instructions in the classroom. The students were more familiar with greeting and responding the teacher's questions and instructions. They could understand when the teacher asked them to do something in English without write it down in the blackboard and read it aloud together.

When the teacher explained the materials, she used English as well. The teacher wrote it down in the blackboard and repeated the explanation by reading it while the students followed her. They made progress in understanding the teacher's explanations and they could answer and respond to the teacher's questions after the teacher repeated it in Bahasa Indonesia. It was shown in the field note below.

T: *“Today we will learn Days and Month. Does anyone know?, what day is today?”*

S: (Some students keep silent and nodding their head and others ask their friends what the teacher said). One of the students answers the teacher’s question in Bahasa Indonesia. *“selasamis..”*.

T: *“Good, i will show you kinds of days and month in English. Are you ready?”*

S: *“yes...”* (The students answered loudly).

(Field Note: 11)

The teacher used games to improve the students’ reading skills. In the first meeting of Cycle 2, the researcher as the teacher implemented *“Days and Months puzzle game”*. Before practicing the game, the teacher explained and introduced the materials such as introducing kinds of days and month by a poem *“My Calendar”* to improve their reading skills. Some students practiced in individual in front of the class, so the teacher can check their pronunciations and reading in general. (Appendix: 5)

The classroom English was quite successful. The teacher used English to explain the rules of games or activities in a class as well. Some students could follow it well. Some students who still did not understand the teacher’s explanations asked the teacher or their friend next to them. The second action was playing days and month puzzle game. When the teacher said *“Let’s play days and month puzzle game. Are you ready?”*, the students seemed enthusiastic and smiled. They shouted *“yeah...”* (Field Note: 11). The students found kind of days and month on the puzzle. The teacher gave time to them to complete the puzzle.

Words searches can help the students to become familiar with typical letter combinations to form words. The student who finished her/his puzzle correctly will get a point.

The last action was singing a song which was suitable with the topic. The researcher thought “She’s my mom!” is a perfect song related to the topic.

b. Meeting 2

On Tuesday, March 1, 2011, the researcher came to the class and greeted the students by saying “*Good morning*” then she asked the students by saying “*How are you today*” they responded correctly, “*I am fine, thank you*”. Next she checked the students’ attendance, “*who is absent today?*” the students answered enthusiastically, “*No one*”.

The teacher continued the lesson. She showed the students pictures that are related to school. The teacher asked the students “*what picture is this?*” the students answered enthusiastically “*classroom*”. Then she continued with another picture that related to the lesson that day “*At School*” such as laboratory, library, teacher’s room, mosque, toilet etc. Sometimes the teacher corrected the students’ answers.

In the next activity, the teacher asked the students to work in group. The teacher said “*it is time to playing Mixed-up School Game*”. The students as usual were very enthusiastic to playing it. The teacher prepared a large playing board showed the part of the school in front of the class. The first team read the questions and ask “*where is the toilet?*”, the second team answered “*the toilet is beside the laboratory*”. The first team should find the toilet picture then stick it

beside of the laboratory. The students were very active during the game. They tried to be game winner by find the pictures and the word cards as fast as they can.

The last activity wassinging a song. The teacher chose "*if you are happy*" song in the last meeting. The students were very happy singing this song. Then time is up, the teacher closed the lesson by saying "*this is the end of our meeting today, Good bye*". The students answered enthusiastically "*Good bye*".

3. Reflection

The researcher and English teacher discussed the interview transcripts, the result of the test and field note to make reflection on the implementation in the action on the second cycle. It can be concluded that the implementation of the actions in Cycle two such as games, classroom English, media and song were effective.

The researcher was successful to improve the students' reading skills. It became an appropriate and effective teaching technique. It could help the student to read each word correctly, pronounce well and try to understand the meaning. The games were aimed to motivate and encourage the learners in learning English and kept them from being bored and failing a sleep.

The result is relevant to Dave Meier's theories (2003: 36) states that fun does not mean making a noisy classroom, but should be interpreted as a set procedures planned to create excitement. This procedure will arouse students' interest and make them eager to be fully engaged during the teaching learning process takes place. In addition, Brewster and Ellis' theories (2002: 172) state that constructive play and games are not only motivating and fun but also provide

excellent practice for improving pronunciation, vocabulary, grammar and the four major language skills.

The games made the students more motivated to learn and do the activities because they felt fun and exited. While enjoying the game, the students could learn English effectively.

The implementation of interesting media was successful to support the success of teaching reading skills by using games. In this case, pictures as media were successful to maintain the students' attention and the sizes of pictures were big enough for the students than the sizes of pictures in the first cycle. The teacher agreed that media or the pictures were more colorful and interesting. It could be seen on Interview 16 with the teacher. “ *Medianyabagussekalimbak, yangsekaranglebihvariatifdancolourful...jadilebihmenarik. Muginkemarinkarenagambarnyaakurangbesar.* (The media were more various and colorful so that they weremore interesting. Probably the previous pictures were not big enough).

4. General Findings

This subchapter describes important matters concerning the general summary of Cycle 1 and Cycle 2 of the action research. It has been said before that this research is aimed to improve the students' reading skills through games. This research tried to answer the question of what actions should be conducted to improve the reading skills through games for the fifth grade students of SDN Singosaren, BanguntapanBantul.

Based on the reflection of Cycle 1, there were some techniques that were successful and unsuccessful. Games were effective in the English teaching and learning process. Students were not aware that actually they had already learned reading through an interesting situation. Songs and interesting media could help the researcher to attract students' attentions during the English teaching and learning process. The unsuccessful ones were using classroom English to give explanations. The summary of Cycle 1 and Cycle 2 could be seen below.

Games were successful since the students were involved in class activities and motivated to learn English. Since the students were very energetic and loved playing, games were appropriate to motivate them in learning English. This is supported by Brewster and Ellis (2003: 113) state that if learners know, for example, that they are listening to or reading something to get a general picture, they will listen or read in a slightly different way than if they are expected to listen or read in detail for specific parts of a message. In this way, reading becomes integrated with other language skills.

The singing song activity was an effective technique to help the students improve their reading skills. This is supported by Brewster and Ellis (2003: 110) who mention that the use of songs rhymes and rhyming stories help to build up the knowledge. Lexical knowledge is certain words which are very common, collocate or go together (e.g. at the seaside). Teaching sight reading of high frequency words develops this ability. Syntactic knowledge is knowledge helps children to 'chunk' phrases and to predict what might come next in a sentence or story. Semantic knowledge is knowledge of the world and experience of life and

culture help pupils to have expectations about literacy events. The songs included *what do you like?*, *she's my mom!*, *what day is today*, and *if you are happy song*.

The use of media was successful to support the teaching reading skills. Colorful, clear and interesting media were used to maintain the students' attentions and warm up them to the topics. The students were attracted to the pictures and words together as flashcard used by the teacher. A wide variety of media was needed for the instructional use. Pictures were also used in games to widen children' understanding of words or just simply make the lesson more attractive. Brewster and Ellis (2002: 112) support that generally the teacher should support pupils' associations of letters, words and pictures through songs, visual aids, games and soon. It helps learners to become familiar with typical letter combinations to form words. At first pupils will be introduced to pictures only, than pictures and words together as flashcards. Once the pupils are more confident they will be able to cope without so much visual support, but it will still remain an important support for many years.

The use of classroom English for greeting, leave-taking and giving instructions or explanations was successful. In the first cycle, it seemed that it difficult for the students to understand the teacher's explanations in English. In the second cycle, the gestures or mimics were use to improve their comprehension on the explanations. Although they did not really understand the explanations, they made progress in the teacher's explanations by responding physically or orally.

Based on the summary above, it can be concluded that games as teaching technique were successful to improve the students' reading skill. The success of games was accompanied by singing activities, using media and classroom English. The research members felt that the research of Cycle 1 and Cycle 2 gave satisfactory result. The researcher and English teacher concluded that there was a progress in the English teaching learning process. Because the objective of the study had been achieved, the research members decided to stop the study in this cycle. The researcher also stopped the study because of the limited time to conduct further the actions and the limited facilities to support the teaching learning process.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

The purpose of this research is to improve the reading skill of the fifth grade students of SDN Singosaren Banguntapan Bantul in the academic year 2010/2011. As the implementation of games to the fifth grade of SDN Singosaren Banguntapan Bantul had been done, the researcher obtained the data and analyzed them. The researcher concludes that most of the implemented games were effective to improve the fifth student's reading skills. Below are further explanations of the conclusions, implications and suggestion from this research.

A. Conclusion

This action research consists of two cycles. The researcher implemented games in both cycles. In the first cycle, there were successful and unsuccessful actions. However, in the second cycle all of actions were successful. It could be seen from the students' opinions, students' involvement, teacher's observation and opinions. These are presented as follows.

In the first cycle, the researcher implemented games as main activities. Besides, other activities and facilities such as using classroom English, interesting media, and singing songs activities were also implemented. In this cycle, there were successful and not successful results. The successful actions were games as main activities, the use of classroom English for greeting, leave taking and giving instructions, the use of media and singing-song activities. With the actions and activities above, the students could enjoy the learning set by the teacher and they paid attention to the lesson. There was unsuccessful action in this cycle: giving explanations in English. The students found

it difficult in understanding the explanations given by teacher. The teacher needed to repeat the explanations several times or even she had use gestures or Bahasa Indonesia.

In the second cycle, the researcher focused on implementing games. This was successful to improve the reading skills of fourth grade students. All students could respond to the teacher appropriately. The successes of games were accompanied by singing activity, using media and classroom English. In this cycle, the use of classroom English made progress in understanding the explanations by using gestures or mimics.

After implementing the cycle, the research members found that the results of the second cycle were satisfactory. The researcher and the English teacher observed that there was an improvement in the students' reading skills. The reading skills could improve since there were some effective and interesting treatments and activities related to games. The students were more motivated and more active to give responses physically or orally. These actions give the stimulus to the students to get involved in the teaching learning activities and to encourage them to be more interactive with the teacher and other students.

The research findings and discussion in Chapter IV showed that the reading skills of grade five students of SDN SingosarenBanguntapanBantul improved by the implementation of games. Games were able to make most of the students more enthusiastic and motivated to join the teaching and learning process. They did not easily get bored. The improvement of students' reading skill was also could be seen.

B. Implication

Based the results of the study, there implications can be proposed. These are presented as follows:

The result of the study indicates that it is important to use classroom English in teaching-learning process. The teacher needs to use gestures, mimics and other

nonverbal language to improve the students' comprehension on classroom English. In this case, classroom English should be used regularly or every day.

The implementations of the actions indicate that the teacher must be creative in doing games activities which can help to improve the students' reading skills. Games should be interactive and interesting to for the students. They also should teach language skills and natural chunks of the language. The appropriate teaching will make the students more active and help them to be able to communicate in class activities. After the researcher implemented games, the students' reading skills can be improved.

The teacher also needs to use interesting activities such as singing-song activities that can help the students remember the words and patterns of a language. The teacher needs to use media to help them to sing the songs to improve their reading skills. It can make the students more relaxed and confident in class activities.

The research finding shows that the teacher must be selective and creative in choosing and designing much kind of media that can help to improve the teaching of reading skills. The teacher also needs to use media in every lesson to warm up the students to the new topic and attract their attention. Moreover, it is important to use various and interesting media to support class activities.

C. Suggestions

Best on the conclusions and implications, there some suggestions for the English teacher and other researchers. These are as follows:

1. To the English Teacher

The English teacher needs to plan the effective and interesting activities such as singingsongs and playing games. The English teacher also needs to use interesting media. The teacher may implement effective and interesting technique such as

games in the teaching learning activities so that the students reading skills can improve.

2. To Other Researchers

It is necessary to follow up on this study to find more actions to improve the students reading skill. There are some aspects of the study which may be interesting to look into. For example, it is possible to other researcher to conduct this study in other schools and to use some other teaching techniques in conducting this study.

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**APPENDIX 1:
COURSE GRID**

**COURSE GRID OF IMPROVING THE QUALITY OF READING THROUGH GAMES FOR THE FIFTH GRADE STUDENTS OF
SDN SINGOSAREN BANGUNTAPAN BANTUL IN THE ACADEMIC YEAR 2010/2011**

Standard Competance		Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.								
No	Basic Competance	Indicators	Learning Objectives	Materials				Learning Activities		
				Language Functions	Vocabulary	Example of Expression	Text	Media	Learning Activities	Games
1.	<ul style="list-style-type: none"> • Spell and utter word or simple sentence correctly and acceptably. • Read aloud with the correct and acceptable pronunciation which involve words, phrases, and very simple texts. 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. • The students are able to respond and to ask about favorite food and drink through conversational texts. 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. 	<ul style="list-style-type: none"> • Expressing like and dislike. 	Food: <ul style="list-style-type: none"> • rice • fried rice • fried chicken • pizza • hamburger • meatball • cake • bread • cookie • fried noodle • tofu • tempe Drink: <ul style="list-style-type: none"> • iced tea • ice cream • hot tea • coffee 	<ul style="list-style-type: none"> • Do you like pizza? Yes I do/ No, I don't • What is your favorite food/drink? My favorite food/drink is meatball/iced tea. 	"Lunch Time"	Pictures of food and drink, word cards, flannel, what do you like song.	<ul style="list-style-type: none"> • The teacher shows the pictures of food and drink in front of the class. • The teacher pronounces the vocabularies related to food and drink and asks to the students to repeat after her. • After the 	<ul style="list-style-type: none"> • <i>Food and Drink Game</i>

					<ul style="list-style-type: none"> • soft drink • lemonade 				<p>teacher introduces the vocabularies than she check by showing the pictures and asking ‘do you like pizza?’ to the students.</p> <ul style="list-style-type: none"> •The students play food and drink game. •Singing what do you like song. •The teacher reviews the lesson that has been learn. 	
2.	<ul style="list-style-type: none"> • Spell and utter word or simple sentence correctly and acceptably. • Read aloud 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. • The students are able to 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. 	<ul style="list-style-type: none"> • Asking for information • Giving information 	<ul style="list-style-type: none"> • father • mother • brother • sister • grandfather • grandmother • grandparents 	<ul style="list-style-type: none"> • What is your...’s name? • Who is your father? • My...’s 	“Rina’s Family”	Picture cards, word cards, she’s my mom song,	<ul style="list-style-type: none"> •The teacher shows and says the pictures of family. •The teacher pronounces 	<ul style="list-style-type: none"> • <i>Everybody show game</i>

	with the correct and acceptable pronunciation which involve words, phrases, and very simple text.	make a family tree through a very simple descriptive text.			<ul style="list-style-type: none"> • uncle • aunt • son • daughter • cousin • parents • have • has • nephew • niece • husband • wife • grandson • granddoughter • grandchildren <p>Personal pronoun:</p> <ul style="list-style-type: none"> • i • you • he • she • they • we • it <p>Possesive pronoun:</p> <ul style="list-style-type: none"> • my 	name is... • How many...do you have?		family tree worksheet.	<p>the vocabularies related to family and asks the students to repeat the descriptive text after her.</p> <ul style="list-style-type: none"> • The teacher gives the family tree worksheet to the students. • Singing she's my mom song. • Play everybody show game. • The teacher riviews and give evaluation. 	
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					<ul style="list-style-type: none"> • your • her • his • our • their 					
3.	<ul style="list-style-type: none"> • Spell and utter word or simple sentence correctly and acceptably. • Read aloud with the correct and acceptable pronunciation which involve words, phrases, and very simple text. 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. • The students are able to respond and to ask about days and month through very simple text 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. 	<ul style="list-style-type: none"> • Asking for information • Giving information 	<p>Days:</p> <ul style="list-style-type: none"> • Sunday • Monday • Tuesday • Wednesday • Thursday • Friday • Saturday <p>Month:</p> <ul style="list-style-type: none"> • January • February • March • April • May • June • July • August • September • October • November • December • after • before • today 	<ul style="list-style-type: none"> • What day is today? • Today is Monday • What day was yesterday? • Yesterday was Sunday. • What day is tomorrow? • Tomorrow is Tuesday. • What is the month before/after June? • It's May/July. 	Poem "My Calendar"	Word cards, flannel, puzzle chain, what day is today song	<ul style="list-style-type: none"> • Singing what is today song. • The teacher pronounces kind of days and month then sticks all word cards on the flannel. • The teacher asks the students to repeat the poem after her. • Play puzzle game. • The teacher reviews and give evaluation. 	<ul style="list-style-type: none"> • <i>Puzzle game</i>

4.	<ul style="list-style-type: none"> • Spell and utter word or simple sentence correctly and acceptably. • Read aloud with the correct and acceptable pronunciation which involve words, phrases, and very simple text. 	<ul style="list-style-type: none"> • the students are able to spell and to utter sentences correctly. • The students are able to respond and to ask place. 	<ul style="list-style-type: none"> • The students are able to spell and to utter sentences correctly. 	<ul style="list-style-type: none"> • Asking for information • Giving information. 	<ul style="list-style-type: none"> • yesterday • Classroom • teacher's room • Library • Canteen • Mosque • Laboratory • computer room • toilet • school • kitchen • yard • parking lot • hall • principal's room • beside • between • behind • in front of • near 	<ul style="list-style-type: none"> • Where is Nia? Nia is in the canteen. • Where is the toilet? • Toilet is beside the laboratory. • Is the toilet beside the canteen? • yes it is/ no it is not 	"My School"	Pictures of rooms at school, large playing board, word cards, if you are happy song.	<ul style="list-style-type: none"> • The teacher pronounces the vocabulary related to the school and shows each picture. • The students repeat after the teacher pronounces each vocabulary related to the school. • Play mix-up school game. • Singing if you are happy song. • The teacher reviews the lesson that has been learnt. 	<ul style="list-style-type: none"> • <i>Mixed-up school game</i>
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APPENDIX 2:
INTERVIEW AND
FIELD NOTE
TRANSCRIPTS

Interview 1**Ruang Guru SDN Singosaren, Banguntapan.****07 Januari 2011****PN : Peneliti****GR : Guru**

R : Selamat pagi ibu ...

ET : Monggo mba...

R : Mmm.. gini bu, saya hami mahasiswa dari UNY.. rencananya kami akan meleakukan penelitian buat skripsi di sini bu..

ET : Mmm iya, Sudah ketemu sama pak kepala sekolah tadi ya mba?

R : Betul bu..sudah tadi bu..kami tadi sudah ke kantor pak kepala sekolah untuk meminta ijin melakaukan penelitian, terus di suruh ketemu ibu disini.

ET : Iya...rencananya mau kelas beraba mba..

R : Rencananya saya kelas lima,kalo temen saya kelas empatnya bu.

ET : O iya, tapi ya seperti ini keadaannya mba.. kalo yang kelas empat ruangnya rada ee.. luas. Malah masih di perbaiki yang kelas B. Itu di belakang sana mba, bukan disini.

R : Kalo yang kelas lima disini ya bu?

ET : Iya itu lho mba yang ngadep selatan.

R : Oiya bu..untuk..mm.. mengenai surat ijin, kami sudah bilang sama bapak kepala akan menyusul karena harus membuat proposal dulu baru setelah observasi bu..

ET : Oiya ndak papa asal materinya menyesuaikan to?...sama kaya dibuku.

R : Iya bu, kalo ee materi kami bisa menyesuaikan. Penelitiannya nanti tentang game bu, jadi biar kemampuan reading skill ananak-anak bisa meningkat gitu bu..

ET : Oo..he'eh semoga nanti bisa saya terapkan. Nanti kalo butuh apa-apa bisa hibungi saya mba..

R : Iya iya bu terima kasih, kita sekalian pamitan bu.

ET : Iya monggo mba..

R : Pareng.. assalamau 'alaikum..

ET : Wa'alaikum salam...

Interview 2**Ruang kelas 5, pukul 09.00, 07 Januari 2011.****PN : Peneliti****S : Siswa**

R : Hei.. namanya siapa?

S : Aji

R : Aji suka nggak sama pelajaran bahasa Inggris.

S : Yaa..suka mba.

- R : Pinter dong..sukanya kenapa ji... ada permainannya. Game gitu?
 S : Nggak suka, di opo kae, pake LKS.
 R : Kalo besok pake game, mau ga? Kelompokan gitu..
 S : Mau.. tapi ora karo cah wedok mba..
 R : Nggak, nanti putra sendiri, putri juga sama yang putri.

Interview 3

Perpustakaan SDN Singosaren, Banguntapan.

14 Januari 2011

PN: Peneliti

GR: Guru

- PN : Ibu, mau nanya ni.. menurut ibu, keadan siswanya pas ibu ajar antusias nggak buat belajar bahasa Inggris?
 GR : Untuk kelas lima?
 PN : Iya, he'eh untuk kelas lima ibu..
 GR : Untuk kelas lima itu pada dasarnya seneng. Kalo ee... kendalanya ya Cuma itu, mungkin apa namanya.. medianya, sarana prasarananya untuk anak-anak SD kan masih kurang.
 PN : Tapi mereka tertarik bu ya... sama bahasa Inggris?
 Kalo dari memebacanya sendiri bu, readingnya gimana?
 GR : Iya.. oh, dari readingnya, kalo dari readingnya, kelas lima itu ya masih ada yang sudah bisa melafalkan, ada yang belum. Tapi ya rata-rata kalo anak putri itu lebih cepet belajar, bisa nangkapnya cepet. Tapi kalo anak putra itu biasanya salah-salah, memeng kadang-kadang itu cara mbacanya itu kalo anak kelas lima itu sering di pleset-plesetin itu lho mba.. mungkin pronounciationnya perlu diperbaiki.
 PN : Kalo pemahamannya terhadap teks gimana bu?
 GR : Ya... sedikit-sedikit bisa. Vocabnya kan masih sedikit.jadi diterjemahkan, seperti di pancing sedikit-sedikit. Biar anak-anak punya semangat untuk menebak kata yang ada dalam bacaan tersebut.
 PN : Kelasnya sendiri gimana bu, pas diajar ibu, rame ato gimana?
 GR : Kalo kelas lima itu agak kerepotan untuk speaking karena siswanya banyak jadi harus punya ekstra suara mba. Sudah sempit, muridnya banyak.
 PN : Mungkin itu dulu aja ibu.. makasih..

Interview 4**Ruang kelas 5, pukul 09.00, 14 januari 2011.****PN : Peneliti****S2 : Siswa****R :** Halo..namanya siapa?**S :** Aisyah.**R :** Aisyah, mau tanya ni.. kamu suka ga sama pelajaran bahasa Inggris?**S :** Mmm.. kadang suka.**R :** Ibu agustin kalo ngajar suka pake permainan ga? game gitu.**S :** Nggak, nggak pernah kayae'.**R :** Biasanya pake apa? LKS aja?**S :** Iya pake LKS.**R :** Kalo besok diajarin bahasa Inggrisnya pake game, seneng ga sa?**S :** Seneng.**R :** Oke, makasih ya..**Interview 5****Ruang Guru SDN Singosaren, Banguntapan.****18 Januari 2011****PN: Peneliti****GR: Guru****PN :** Selamat pagi bu.. ada yang perlu saya tanyakan.**GR :** Oiya, silahkan mba..**PN :** Materi yang digunakan apakah sudah sesuai dengan SK KD atau syllabus bu?**GR :** Kalo materi memang sesuai dengan sillabus, ya..sedikit saya kembangkan mba. Menyesuaikan saja. Kadang-kadang kan bosan ya..**PN :** Kalo sumber buku atau LKS biasanya pake apa bu?**GR :** Saya pake Yudhistira kalo LKS saya pakai fokus mba.**PN :** Bahasa yang digunakan d kelas selalu menggunakan Bahasa Inggris atau bahasa Indonesia juga bu?**GR :** ya.. seringnya pake bahasa Inggris mba, biar terbiasa. Tapi untuk menjelaskan saya terjemahkan ke bahasa Indonesia biar cepat mengerti.**PN :** Semester ini, anak-anak pernah dikasih permainan bu.**GR :** Belum mba, anak-anak pasti suka itu, paling Cuma matching gambar saja.**PN :** Respon anak-anak dengan kegiatan tersebut bagaimana bu?**GR :** Anak-anak bisa mengikuti dengan baik walupun ada yang nggak konsen.**PN :** Begitu ya bu... baik bu, terima kasih sekali lagi atas waktunya. oiya bu, saya bis lihat sillabusnya bu..**PN :** Oiya sebentar saya ambilkan. Ini mba..**GR :** SK sma KD nya untuk reading sama bu seperti sillabus saya.**PN :** Iya mba, saya manut saja.

PN : Kalo gitu saya pamit mau ke kampus bu, terima kasih.
 GR : Oiya.. sama-sama mba.. saya tunggu penelitiannya.
 PN :Iya bu terimakasih, mohon doanya..

Interview 6

Ruang kelas 5, pukul 09.00, 18 Januari..

PN : Peneliti

S : Siswa

PN : Namanya siapa?..
 S : Namaku mba?.. Isa.
 PN : Isa suka nggak sama pelajaran bahasa Inggris?
 S : Suka.
 PN : Karena apa?
 S : Pelajarannya asik.
 PN : Terus materi pelajaran bahasa Inggris yang paling susah buat kamu apa?
 S : Menurutku ga ada yang susah.
 PN : Udah di ajarin apa aja sama bu tina?
 S : Mbaca dialog, nanya-nanya hobby, terus menyapa, opo yo.. nama hari sama bulan.
 PN : Ibu agustina selalu pake buku Yudhistira kalo di kelas?
 S : Ya nggak selalu, kadang-kadang nyatet di papan tulis.
 PN : Pernah di kasih permainan nggak di kelas?
 S : Belum pernah.
 PN : Kalo di kasih permainan suka apa nggak?
 S : Waaa.. suka bangeeet..
 PN : Oke, makasih...

Interview 7

Perpustakaan SDN Singosaren, Banguntapan.

8 Februari 2011

PN: Peneliti

GR: Guru

GR : Gimana mba hari ini?
 PN : aduh, rada nervous ya bu, tapi alhamdulillah lancar. Cuma suaranya agak habis buat teriak-teriak.
 GR : Tapi tadi bagus suaranya. Dulu saya pertama-tama ngajar nggak sekeras itu mba.
 PN : Sebelumnya apakah ada kegiatan yang mendukung pengembangan 4 skills bu?

- GR : Ada, saya menjelaskan materinya dan siswa menulis atau menjawab dengan lisan.
- PN : Menurut ibu bagaimana penerapan game untuk mengajar bahasa Inggris?
- GR : Wah.. bagus sekali mba, sebenarnya anak-anak tadi lebih aktif dan jadi nggak bosan.
- PN : Kalo respon siswa terhadap instruksi guru gimana bu?
- GR : Cukup baik, eemm.. sebagian besar mereka mengerti.
- PN : Bagaimana dengan menegemen kelasnya bu?
- GR : Oh, tadi memeng ada yang ngobrol sendiri tapi mba hami kan udah ngasih teguran. Jadi bagus kalo ada warning dikelas. Mungkin suaranya bisa diperkeras jadi anak yang ditegur bisa mendengar:
- PN : Baik bu, saya usahakan. Kalo food and drink game tadi bagaimana bu? Apakah mudah diterapkan atau di mengerti siswa?
- GR : Ohya mudah diterapkan, karena sangat simple dan menarik.
- PN : Menurut ibu, gimana tadi di kelas bu?
- GR : Wah.. gamenya bagus sekali yah...anak-anak jadi lebih aktif dan tidak bosan mereka juga mengikuti yang diperintahkan guru.
- PN : Menurut ibu, kendala apa saja yang dihadapi dikelas tadi?
- GR : Mmm...mungkin untuk pertemuan berikutnya diubah tekniknya karena tidak semua siswa melakukan permainan dengan semangat.
- PN : Baik bu, terimakasih atas waktunya. Saya akan mempersiapkan pertemuan berikutnya dan memperbaiki kekurangan-kekurannya ibu.

Interview 8

Ruang kelas 5, pukul 09.00, 18 Januari..

PN : Peneli iti

S : Siswa

(wawancara siswa 1)

PN : Namanya siapa?

S1 : Herjun.

PN : Tadi gimana di kelas?

S1 : Seneng, ada permainannya mis..

PN : Bikin bingung nggak permainannya?

S1 : Cuma punyaku pada nggak ada gambarnya miss?

PN : Ada di kelompok lain ya? Kan bisa tuker sama kelompok lain..

S1 : Iya si..

PN : Tapi seneng ada permainan? Jadi nggak bosan apa gimana?

S1 : Iya nggak bosan.

(Siswa ke 2 diwawancara)

PN : Rizky... kegiatan di kelas tadi bagaimana?

S2 : Asik mis...

- PN : Tadi belajar apa aja?
 S2 : Belajar jenis-jenis makanan sama minuman. Terus pasang-pasang gambar sama nyari tulisannya sambil di baca keras-keras
 PN : Susah nggak?
 S2 : Nggak sih, tapi kadang bingung
 PN : Bingung kenapa?
 S2 : Gambarnya kecil, nggak kelihatan
 PN : Oh begitu, kamu duduk di belakang ya?
 S2 : Iya mis...

Interview 9

Perpustakaan SDN Singosaren, Banguntapan.

22 Februari 2011

PN: Peneliti

GR: Guru

- PN : Gimana bu, kegiatan hari ini?
 GR : Tadi anak-anak lebih menikmati. Terus lebih tenang juga ya..
 PN : Mungkin anak-anak sudah nggak malu-malu lagi ya bu.. jadi lebih fun.
 GR : Permainannya juga menyenangkan. Jadi siswa mungkin lebih tertarik.
 PN : Kalo menegemen kelasnya gimana bu?
 GR : Oh, sekarang sudah menguasai kelas ya, tadi pas membagikan kartu itu gesit sekali. Cuma mungkin cape ya.. membagikan kartu sendiri.
 GR : Tadi lagunya juga bagus. Sesuai sekali sama temanya ya mba.. mereka jadi enjoy sekalian belajar.
 PN : Iya bu, memang saya cari lagu yang sesuai tema. Saya punya bukunya bu.. longman.
 GR : Kapan-kapan saya pinjam buat dicopy.
 PN : Oiya bu, boleh.
 PN : Kalo materinya bu.. udah pernah dikenalkan belum?
 GR : Family sudah pernah, tapi ya Cuma pake buku saja.
 PN : Teknik drilling tadi ketika anak-anak disuruh untuk membaca kata tentang family setelah saya bagaimana bu?
 GR : Kalo anak-anak di suruh nulis kaya biasanya sudah bosan duluan. Tapi tadi jadi aktif dan mau melafalkan kata yang benar ya mba..
 PN : Terimakasih bu atas waktunya. Saya akan mempersiapkan untuk minggu depan.
 GR : Sama-sama mba.. saya juga jadi belajar.

Interview 10**Ruang kelas 5, pukul 09.00, 22 Januari..****PN : Peneliti****S : Siswa**

PN : Arif, tadi pelajarannya gimana?

S1 : Asik...

PN : Bisa ngikutin permainannya?

S1 : Bisa, tapi ada yang bingung

PN: Kenapa?

S1 : Kalo pas cepet miss, kadang-kadang lupa juga tadi di suruh apa.

PN : Lebih asik permainan yang sekarang atau yang kemarin?

S1 : Lebih asik yang sekarang

PN : Hai... namanya siapa?

S2 : Laeli.

PN : Gimana tadi pelajarannya laeli?

S2 : Lumayan seru.

PN : Seneng ga di kasih permainan?

S2 : Seneng, jadi nggak ngantuk.

PN : Biasanya ngapain aja di kelas bahasa Inggris?

S2 : Ya nulis-nulis aja.

Interview 11**Ruang kelas 5, pukul 09.00, 22 Januari..****PN : Peneliti****S : Siswa**

PN : Oh kemarin udah diwawancarain miss hami ya?

S : Iya.

PN : Gimana pelajaran hari ini?

S : Asik.

PN : Sama yang kemarin, seruan yang mana?

S : Yang kemarin

PN : Kenapa?

S : Lebih gampang kemarin.

PN : Kalo pertemuan besok dikasih permainan lagi mau nggak?

S : Mau.

Interview 12**Ruang kelas 5, pukul 09.00, 22 Januari..****PN : Peneliti****S : Siswa**

PN : Ni siapa?

S : Fian miss...

PN : Fian tadi suka nggak sama permainannya?

S : Suka.

PN : Suka permainan yang kemarin apa yang sekarang?

S : Sekarang.

PN : Kenapa seneng yang sekarang?

S : Seneng aja pokoknya.

Interview 13**Perpustakaan SDN Singosaren, Banguntapan.****1 Maret 2011****PN: Peneliti****GR: Guru**

PN : Gimana pertemuan kali ini menurut ibu?

GR : Bagus, seperti kemarin juga bagus. Bagus mba.. saya surprise ada baca puisinya juga. Ternyata anak-anak membacanya bagus dan tidak malu-malu.

PN : Bagaimana dengan lagunya bu...?

GR : Selalu sesuai tema ya mba, jadi anak-anak sudah belajar nama hari dan bulan didalamnya. Siswa kan jadi mudah mengikuti.

PN : Betul bu, mereka tanpa sadar sudah belajar lewat lagunya.

PN : Bagaimana dengan permainan Puzzle-nya ibu..?

GR : Mereka sangat semangat untuk menjadi pemenang. Responnya terlihat sekali, sangat serius dan tenang ketika mencari nama hari dan bulan di puzzle itu.

PN : Manajemen kelasnya gimana mis?

GR : Tadi tercapai ya.. anak-anak tenang, fokus pada instruksi guru. Kalopun ada beberapa yang masih ribut ya namanya anak-anak sangat wajar.

PN : Jadi kesimpulan pertemuan hari ini gimana bu?

GR : Meskipun anak-anak malu-malu pertamanya buat membaca puisi, tapi lama-lama bagus mba.. mereka berani. Dari puisi itu juga banyak belajar vocabulary yang berhubungan dengan tema hari ini ya... bagus sekali mba..

PN : Media yang saya gunakan bagaimana bu?

GR : Sangat sesuai dengan tema mba, anak-anak sangat terbantu belajarnya.

PN : Ada saran untuk pertemuan minggu depan bu?

GR : Ya.. tetep sabar buat ngadepin anak-anak yang masih nakal ya mba, mereka itu suka cari perhatian.

PN : Baik bu.. terimakasih banyak.. pertemuan besok saya akan menggunakan permainan yang berbeda dan lebih menarik lagi.
GR : Baik mba, saya tunggu. Semoga besok lebih bagus lagi.

Interview 14

Ruang kelas 5, pukul 09.00, I Maret 2011.

PN : Peneli iti

S : Siswa

PN : Halo.. gimana tadi pelajaran bahasa Inggrisnya bareng miss hami?
S : seneng mis..
PN : Tadi seneng nggak baca puisinya?
S : malu..
PN : Kenapa malu?
S : ndak salah li moco..
PN : Kan tadi bareng-bareng kalo salah baca dibenerin.
S : iya..
PN : Puzzle gamenya gimana?
S : Deg-degan mis..., tadi maunya no 1, tapi keduluan...
PN : Iya gpp, besok kan ada permainan yang lain yang lebih seru lg. Mau kan?
S : Mauuu.....

Interview 15

Ruang kelas 5, pukul 09.00, I Maret 2011.

PN : Peneli iti

S : Siswa

PN : Hayoo..ni namanya siapa? Galuh ya?
S : Iya miss..
PN : Galuh suka permainan yang tadi?
S : Suka..
PN : Kenapa?
S : Asik nyari-nyari nama hari sama bulan di itu.. susah si..tapi lama-lama ketemu.
PN : Di puzzle ya... tadi cepet nggak nyarinya?
S : Iya puzzle, hehe.. lama miss..
PN : Gpp, besok main yang lebih seru lagi ya..
S : Iya.

Interview 16**Perpustakaan SDN Singosaren, Banguntapan.****8 Maret 2011****PN: Peneliti****GR: Guru**

PN : Bagaimana bu, pendapat ibu tentang hari ini?

GR : Menurut saya sudah bagus, dari beberapa pertemuan sudah terlihat perkembangannya. Anak-anak yang tadinya males jadi aktif. Disuruh membaca juga sudah bagus dan nggak dipleset-in lagi ya mba. Mereka juga banyak belajar dari game sama song yang diajarkan. Tentang hari ini juga bagus untuk reading. Misalnya game tadi apa itu...

PN : Mixed-up school bu...

GR : Iya itu, terus anak-anak juga kelihatan sangat enjoy belajarnya.

PN : Bagaimana dengan medianya bu?..

GR : Medianya bagus sekali mbak, yang sekarang lebih variatif dan colourful...jadi lebih menarik. Mungkin karena kemarin gambarnya kurang besar.

PN : Kalo saran mungkin bu.. buat koreksi saya?

GR : Eee.. mengatur kelas itu mba, lebih keras lagi nggak papa. Sama suaranya kalo dari belakang rada samar-samar ya.. mungkin mba hami sudah keras tapi anak-anak wong rame gitu, jadi kurang jelas.

PN : Kira-kira apa saja ni bu.. game yang mungkin akan ibu terapkan buat ngajar anak-anak?

GR :Wah.. saya kira semua bagus, saya juga paham permainannya. Jadi bisa untuk kelas yang lain ya mba.. kemudian songnya juga saya ikut belajar. Kalo ada yang skripsi-skripsi gini, saya juga jadi banyak pengetahuannya mba...

PN : Sama –sama bu.. saya juga jadi banyak belajar. Terimakasih untuk bantuannya selama ini bu...

PN : Baik bu, saya rasa cukup.. oiya, untuk medianya nanti Inshaalloh saya tinggal sini bu.. semoga bermanfaat.

GR : Saya juga terima kasih..kalo kurang apa-apa kasih tahu saya mba.. mungkin saya bisa bantu..

PN : Oiya bu.. terima kasih..

Interview 17**Ruang kelas 5, pukul 09.00, 1 Maret 2011.****PN : Peneliti****S : Siswa**

PN : Halo.. nanya-nanya sebentar ya..

S1 : Okeeee...

S2 : Iya

S3 : Mesti yo mis...

PN : Gimana pelajaran hari ini? Maaksudnya seneng nggak?

S1 : Seneeng...

S2 : Game'e seru yo...

S3 : Iyo.

PN : Tadi kalian nggak satu kelompok ya?

S3 : Aku sama laeli, kalo dia sama rahma?

PN : Ini namanya musyarofah ya?

S2 : Iya miss..

PN : Senengnys kenapa?

S1 : Pas nempel-nempel gambar. Itu kan ditanya sama kelompok lain, kita nyarinya seru.

PN : Oh gitu... oke, makasih...

FIELD NOTE TRANSCRIPT

FIELD NOTE 1

Waktu: 07.00 wib, January 06 2011

Tempat: SDN Singosaren Banguntapan Bantul.

Hari ini peneliti berangkat menuju tempat penelitian yaitu SDN Singosaren Banguntapan Bantul. Bertemu kepala sekolah untuk meminta izin melakukan penelitian di sana adalah agenda utamanya. Sesampainya di sekolah, peneliti mengutarakan kedatangannya kepada salah satu pegawai Tata Usaha yang menyambutnya dengan ramah. Peneliti pun di sarankan untuk membuat janji terlebih dahulu dengan kepala sekolah. Karena kepala sekolah sendiri hari ini sedang ada acara rapat di Bantul. Dengan bekal nomer telpon dari petugas Tata Usaha, peneliti berniat melakukan pertemuan dengan kepala sekolah esok harinya dan tentu saja membuat janji dengan menelpon sekolah terlebih dahulu.

FIELD NOTE 2

Waktu: 08.00 wib, January 07 2011

Tempat: SDN Singosaren Banguntapan Bantul

Sebelumnya peneliti sudah membuat janji bertemu dengan kepala sekolah pada pukul 08.00. Sambutan hangat pun diterima peneliti sesampainya di kantor kepala sekolah. Peneliti mengemukakan niatnya untuk melakukan penelitian di SDN Singosaren dan kepala sekolah menyambut baik niat tersebut. Kemudian saat itu juga peneliti diperkenalkan pada Guru pengampu mata pelajaran Bahasa Inggris kelas V yaitu ibu Agustina. Kami pun ke ruang guru dan mulai membahas materi yang akan diajarkan semester ini, jadwal yang tepat untuk memulai penelitian (dari mulai observasi sampai melakukan tindakan kelas), serta SKKD dll. Setelah sekiranya peneliti telah membahas dan menanyakan segala keperluan untuk persiapan penelitian, peneliti memohon pamit kepada ibu Agustina.

FIELD NOTE 3

Waktu: 09.00 wib, January 14 2011

Tempat: Perpustakaan SDN Singosaren Bantul

Peneliti dan guru Bahasa Inggris kelas V ibu Agustina membahas observasi yang akan diadakan hari selasa tgl 18 minggu depan di perpustakaan sekolah. Dikarenakan kantor guru sangat penuh dan tidak tersedianya tempat duduk untuk tamu, maka kami memutuskan untuk mengadakan pertemuan berikutnya di perpustakaan sekolah. Di sana peneliti dan ibu Agustina dapat melakukan perbincangan dengan nyaman.

FIELD NOTE 4

Waktu: 08.10 wib, January 18 2011

Tempat: Ruang kelas V SDN Singosaren Bantul

Hari ini peneliti melakukan observasi kelas pertamanya. Peneliti dan ibu guru Agustina masuk kelas dari arah belakang tempat duduk anak-anak. Ibu Agustina mempersilahkan peneliti duduk di bangku paling belakang. Anak-anak mulai ramai dan menanyakan kedatangan peneliti. Kemudian Ibu Agustina memulai pelajaran dengan salam “Assalamu ‘alaikum anak-anak” dan anak-anak menjawab salam dengan “wa’alaikum salam wr, wb”. Beliau pun melanjutkan menyapa “Good morning students..” dan mengulangnya dua kali karena anak-anak tidak memperhatikan dan tidak mendengarkan. Baru setelah itu anak-anak menjawab “Good morning mam..”. Ibu Agustina meneruskan dengan sedikit penjelasan tentang kedatangan peneliti di kelas mereka dan menanyakan PR minggu kemarin. Anak-anak menjawab sambil bergumam “Ada bu..” sambil mulai membuka-buka LKS mereka. Beberapa diantaranya lupa membawanya. Ibu Agustina menyarankan mereka berbagi. LKS pun mulai di bahas bersama-sama, sebagian anak mendengarkan dan beberapa anak asik mengobrol sendiri, bernyanyi, mengganggu teman di bangku lain, bahkan meletakkan kepala mereka dengan malas. Terkadang ibu Agustina memberikan peringatan untuk mendengarkan penjelasan atau pembahasan materi pada saat itu, tapi perhatian mereka tidak berlangsung lama. Mereka akan kembali ramai dan asik sendiri. Dan pemandangan ini berlangsung selama proses belajar mengajar berlangsung. Peneliti sendiri berfikir bahwa perilaku anak dikelas di sebabkan kejenuhan dan tidak adanya hukuman atau panishmen atau mungkin penghargaan atau rewards untuk mereka lebih termotivasi belajar bahasa Inggris. Ibu Agustina menutup pelajaran dengan “I think its enough today” dan mengingatkan beberapa tugas rumah mereka. Kemudian mengucap “Good bye students”.

FIELD NOTE 5

Waktu: 09.00 wib, January 21 2011

Tempat: Perpustakaan Sekolah SDN Singosaren Banguntapan Bantul

Wawancara dengan Ibu Agustina sebagai guru bahasa Inggris di laksanakan hari ini. Peneliti memulai wawancara pertamanya dengan melontarkan pertanyaan-pertanyaan yang pastinya akan berguna dalam tindakan kelasnya kelak.

FIELD NOTE 6

Waktu: 08.10 wib, January 25 2011

Tempat: Ruang kelas V SDN Singosaran Banguntapan Bantul.

Tidak jauh berbeda dengan observasi sebelumnya, hanya saja anak-anak mulai terbiasa dengan kehadiran peneliti di bangku paling belakang mereka. Ibu Agustina memulai kelasnya dengan salam dan seperti biasa anak-anak menjawab bersamaan, di lanjutkan sapaan dengan bahasa Inggris seperti "Good morning students" dan anak-anak menjawab "Good morning mam". Setelah itu, Ibu Agustina menanyakan PR mereka minggu kemarin, dan membahasnya kemudian. Kali ini Ibu Agustina sedikit mengeraskan suaranya sehingga beberapa anak mulai memperhatikan dan mengikuti pelajaran dengan baik. Beberapa yang lain masih berbicara sendiri dan tidak mendengarkan pembahasan PR dari guru. Kemudian Ibu Agustina melanjutkan ke materi selanjutnya, beliau menuliskan "Page/hal 53" di papan tulis untuk mendapatkan perhatian dari anak-anak. Suara halaman demi halaman LKS yang di buka bersamaan terdengar di seluruh kelas. "Ibu Nina mendengarkan dan kalian menjawab" instruksi dari Ibu Agustina. Kemudian anak-anak mulai menulis di buku tulis mereka soal-soal yang ada di LKS. Beberapa mulai melaksanakan tugas mereka, sementara beberapa yang lain mulai berbicara sendiri dan saling berteriak. Sekitar kurang lebih sepuluh menit setelahnya, Ibu Agustina mulai membahas soal yang tadi telah di berikan satu demi satu. Anak-anak menjawab dengan di beri waktu beberapa saat untuk berfikir. Di tengah-tengah pembahasan, setiap dua menit sekali seorang anak bernama Adi berpindah-pindah tempat duduk dari bangku satu ke bangku yang lain. Ibu Agustina menyuruhnya duduk di tempat duduknya sendiri "Sit down Adi!". Dengan wajah santai bermalas-malasan, Adi kembali ke tempat duduknya. Sementara buku tulis mereka di kumpulkan untuk di koreksi, Ibu Agustina membagikan buku gambar kepada masing-masing anak. "Please draw your favorite food!". Mereka mulai menggambar dan beberapa waktu kemudian bel istirahat terdengar. Anak-anak mulai berlarian keluar untuk istirahat.

FIELD NOTE 7

Waktu: 08.10 wib, February 08 2011

Tempat: Ruang kelas V SDN Singosaren Banguntapan Bantul

Dengan membawa dua kain flannel berwarna cerah yaitu hijau dan merah muda serta beberapa picture cards dan word cards yang di buat beberapa hari lalu, penulis sedikit gugup sekaligus antusias untuk segera melakukan tindakan kelas pertamanya. Kelas dalam keadaan sangat ramai ketika peneliti masuk dari arah belakang mereka. Kelaspun mulai tenang ketika peneliti memulai kegiatan belajar mengajar hari ini. "Assalamu 'alaikum wr.wb" peneliti memulainya dengan salam. Kemudian anak-anak menjawabnya "Walaikum salam wr.wb". "Good morning class, how are you today?", beberapa anak perempuan masih malu-malu menjawab. Sedangkan anak laki-laki dengan semangat menjawab sapaan peneliti "Good mornig miss, I am fine and you?". "I am fine too, thank you" jawab peneliti. Peneliti mulai materi pelajaran dengan topik Food and Drink. Untuk pemanasan, peneliti mengajarkan sebuah lagu yang sesuai dengan topik hari ini. Lagu "What do you like" adalah lagu yang tepat sebelum memulai materi. "do you know "what do you like" song?" peneliti memperkenalkan lagu tersebut kepada siswa.

“no” mereka menjawab bersamaan. Peneliti pun mengajak mereka bernyanyi “ok, do you want to sing this song?”. Mereka menjawab kegirangan “yes...”. “now, everybody stand up and follow me...” peneliti mengajak anak-anak untuk berdiri agar mereka tidak bosan hanya duduk di kelas. Peneliti membagikan kertas berisi lagu tersebut, agar siswa dapat bersama-sama menyanyikannya. Siswapun mulai bersemangat untuk belajar. Mereka terlihat begitu gembira dan sangat siap memulai pelajaran hari ini. Peneliti mulai memperkenalkan jenis-jenis makanan dan minuman dengan memperlihatkan gambar berupa picture cards. Gambar2 tersebut sangat menarik, tetapi tidak terlalu besar. Siswa yang tempat duduknya di belakang tidak bisa melihat dengan jelas. “mis, enggak jelas gambarnya”. Peneliti pun berkeliling untuk menunjukkan gambar-gambar tersebut. Sehingga semua siswa dapat melihatnya dengan jelas. Selain itu, peneliti memberikan beberapa pertanyaan untuk mengetahui pemahaman siswa tentang materi yang di berikan. Bermain game adalah salah satu materi yang sangat di tunggu-tunggu para siswa. Ketika peneliti meneriakkan “do you like to play a game?”, mereka pun menjawab dengan sangat antusias “yes mis...!”. Peneliti mulai menjelaskan aturan bermain tetapi siswa hanya terdiam. Kemudian peneliti mulai menuliskan instruksi di papan tulis, membacanya bersama-sama sambil memberi contoh melakukan game Food and Drink. Siswa baru mengangguk kepala dan mengerti. Permainan pun di mulai. Peneliti mengacak picture cards dan word cards di sebuah meja. Kemudian meminta siswa mencocokkan picture cards dan words cards sembari mengucapkan “his is ...”. Peneliti juga meminta semua picture cards dan word cards yang mereka punya di letakan di meja. Jika mereka hanya mempunyai picture saja atau word cards saja, mereka harus menanyakan kepada grup lain dengan mengucapkan “Please give me meatball picture cards”. Kelompok yang lain boleh memberikan picture card tersebut atau malah menunggu hingga mereka mengetahui ada picture cards atau word cards yang mereka bisa bertukar. Kemudian peneliti meminta mereka untuk memasang semua picture cards beserta word cards yang mereka punya di pada kain flanel yang telah tersedia. Team pertama yang berhasil mengumpulkan sepuluh kartu, mendapat kemenangan. Permainan berlangsung sangat menyenangkan. Proses belajar mengajar berakhir. Peneliti menutup pertemuan dengan mengucapkan “This is the end of our meeting today, see you next tuesday everybody. Bye..”. semua siswa menjawab bersamaan “Bye....”.

FIELD NOTE 8

Waktu: setelah proses belajar mengajar. February 08 2011.

Tempat: Perpustakaan

Peneliti bertemu ibu Agustina untuk mengevaluasi proses belajar mengajar hari ini. Kami menyimpulkan pertemuan hari ini berjalan sangat baik. Dari metode mengajar, games maupun media yang digunakan sudah bagus. Hanya saja pictures yang dibawa peneliti sebagai media kurang besar. Jadi, beberapa siswa yang di belakang kurang jelas. Ada juga beberapa siswa yang kurang bersemangat untuk belajar. Maka kami memutuskan untuk pertemuan berikutnya, peneliti membuat Reward Board yang memiliki empat poin didalamnya. Poin-poin tersebut adalah listen quietly when the teacher is speaking, stay in your seat during the lesson, answer questions, dan games winner. poin-poin tersebut dimaksudkan untuk mendisiplinkan siswa dan memberikan motivasi mereka untuk belajar dan berkompetisi dengan baik.

FIELD NOTE 9

Waktu: 08.10, February 22 2011

Tempat: Ruang kelas V SDN Singosaren Banguntapan Bantul.

Pertemuan kedua dengan para siswa dan siswi kelas V SDN Singosaren dirasakan peneliti lebih relax dan bersemangat seperti biasanya. Dengan membawa media berupa pictures dan cards peneliti masuk ke dalam kelas yang masih sangat ramai. Menyadari keberadaan peneliti dari belakang mereka, kelas pun berangsur tertib walaupun beberapa siswa masih berbincang dan belum duduk di bangku mereka masing-masing. Seperti biasanya, peneliti memulai mengajar dengan sapaan “assalamu ‘alaikum.. Good Morning class? How are you today?” dan di jawab bebarengan “Good morning miss.. I am fine,you?. “i am fine too” who is absent today? Sambung peneliti sambil diartikan kedalam bahasa Indonesia “siapa yang tidak masuk hari ini?”. “no one miss.. seorang murid bernama arif menjawab dengan baik. Beberapa siswa dan siswi yang lain menjawab “nggak ada mis...”. Kelas pun dimulai, peneliti membuka pelajaran hari dengan menyanyikan lagu yang sdesuai topik hari itu yaitu “She’s my mom”. Murid bernyanyi mengikuti irama sekaligus belajar beberapa kata yang ada kaitannya dengan topik “Family”. Kemudian peneliti memperlihatkan picture cards yang berhubungan dengan topik hari ini yaitu “ Family” . Seperti mother, frather, sister, brother, son, dougther, aunti, uncle, etc. Kemudian peneliti mengucapkan tiap vocabulary dengan ucapan, tekanan dan intonasi yang benar sehingga siswa dapat menirukan dengan mudah. Peneliti memberikan photocopy teks berjudul “Rina’s Family” kepada tiap siswa. Membacakan dengan nyaring dan diikuti siswa. Setelah itu peneliti meminta siswa untuk membuat family tree dari teks yang mereka baca dan di kumpulkan. Sebelum peneliti membahas pekerjaan mereka, peneliti mengajak siswa untuk bermain “Everybody show game”. Dari teks yang mereka baca, peneliti meminta siswa untuk memilih kata atau vocabulary yang berhubungan dengan family sebanyak sepuluh hingga lima belas kata. Kemudian peneliti meleetakan empat kata yang di perlihatkan pada masing-kata di atas meja. Setelah itu, dengan mengucap kata salah satu yang terdapat di meja, peneliti mengatakan “Everybody show”. Murid yang mempunyai kata tersebut harus cepat mengangkat kata tersebut dan memperlihatkannya. Permainan pun berlangsung sangat ramai menyenangkan. Murid begitu antusias menantikan giliran mereka untuk bermain. Setelah membahas family tree mereka peneliti menutup proses belajar mengajar hari itu dengan menanyakan apa saja yang mereka pelajari. Dan berpamitan “see you next week and goodbye”. “have a nice day”.

FIELD NOTE 10

Waktu: 09.20, February 22 2011

Tempat: Ruang perpustakaan SDN Singosaren Banguntapan Bantul.

Peneliti bertemu kembali dengan guru bahasa Inggris ibu Agustina untuk bersama-sama mendiskusikan kira-kira apa saja kekurangan dan kelebihan dalam proses belajar mengajar pada hari itu. Sehingga diharapkan pada pertemuan berikutnya dapat lebih baik. Dari wawancara dengan ibu Agustina, peneliti dan beberapa member lain menyimpulkan bahwa pertemuan kedua ini terdapat kemajuan yang baik. Bisa di lihat dari antusias dan keaktifan siswa dalam belajar. Dari mulai menyanyikan lagu, membaca nyaring dengan intonasi yang baik, hingga permainan, mereka sangat aktif dan antusias.

FIELD NOTE 11

Waktu: 08.10, March 1 2011

Tempat: Ruang kelas V SDN Singosaren Banguntapan Bantul.

Peneliti hari ini siap memulai proses belajar mengajar di SDN Singosaren. Tema pertemuan ketiga ini adalah "Days and Month". Peneliti sudah mempersiapkan segala kebutuhan belajar dan mengajar jauh-jauh hari. Seperti pembuatan media, materi, pemilihan lagu yang tepat sesuaidengan tema hari ini dan tentu saja game untuk meningkatkan kemampuan siswa dalam membaca.n seperti biasa, kelas sangat ramai ketika peneliti memasuki ruangan kelas pada hari itu. Setelah berada di depan kelas peneliti memulai pelajaran dengan mengucapkan salam "Assalamu alaikum wr.wb", semua murid menjawab bersamaan "wa'alaikum salam wr.wb" dan dilanjutkan menyapa mereka "Good morning class?" "How are you today?". Muridpun menjawab dengan lantang. "Good morning miss" "I am fine, thank you. You?". "i am fine thank you" peneliti menjawab. " Today we will learn Days and Month. Does anyone know? What day is today? Beberapa siswa diam dan mnganggukkan kepala mereka. Sementara yang lain menanyakan apa yang peneliti katakan pada teman mereka. Salah satu dari mereka menjawab dengan menggunakan bahasa Indonesia "selasa mis..?. penelitipun melanjutkan "Good, I will show you the kind of days and amonth in English. Are you ready?". Siswa menjawab dengan keras "yes..". Peneliti mengajak semua murid untuk bernyanyi bersama. Lagu "what day is today" adalah lagu yang tepat untuk membawa siswa ke mataeri pada hari ini. Kemudian peneliti membacakan dengan keras dan intonasi yang baik macam-macam hari dan bulan diikuti semua siswa. Semua kartu yang berisi nama-nama hari dan bulan, di tempelkan di kain flannel oleh peneliti. Peneliti membagikan teks dalam bentuk puisi berjudul "My Calender". Kemudian meminta siswa untuk mengikuti membaca puisi tersebut setelahnya. Setelah itu peneliti mengajak siswa untuk bermain puzzle. "lets play days and month puzzle game. Are you ready?". Siswa terlihat sangat antusias dan mereka tersenyum senang. Mereka menjawab "yeah..". Peneliti membagikan photocopy puzzle kepada masing-masing siswa. Dan meminta mereka untuk melingkari atau memerikan tanda garis pada tiap kata tentang nama hari

dan bulan yang mereka temukan di puzzle tersebut secara horizontal ataupun vertikal. Muridpun mulai mencari kata yang tersembunyi dalam puzzle tersebut dengan antusias. Bagi mereka yang mempunyai waktu tercepat dan semua jawaban benar, menjadi pemenang. Pada akhir pertemuan, peneliti mengulang kembali dan mengevaluasi apa saja yang diajarkan pada hari ini. Kemudian menutup dengan sapaan “Thank you and goodbye”.

FIELD NOTE 12

Waktu: 09.20, March 1 2011

Tempat: Ruang perpustakaan SDN Singosaren Banguntapan Bantul.

Pada tiap pertemuan, peneliti dan guru mencoba untuk bersama-sama mengevaluasi proses belajar mengajar setelahnya. Mereka mendiskusikan hasil dari pertemuan pada hari itu. Seperti pada hari ini, mereka menemukan perkembangan yang sangat baik yang terjadi pada kelas V SDN Singosaren terutama perkembangan pada skill membaca mereka. Dengan diterapkannya game pada tiap materi yang diajarkan, sangat membantu siswa dalam meningkatkan reading mereka. Sementara media yang lain seperti gambar dan word card juga sangat membantu kelengkapan dari permainan. Lagu yang sesuai dengan materipun tanpa sadar membawa siswa pada materi yang akan diajarkan pada hari itu. Keberhasilan inipun harus terus di pertahankan.

FIELD NOTE 13

Waktu: 08.10, March 8 2011

Tempat: Ruang kelas V SDN Singosaren Banguntapan Bantul.

Pertemuan kali ini bertemakan sekolah yaitu “At school”. Seperti biasa peneliti membawa media sesuai materi yang akan diajarkan. Dari mulai, picture cards, word cards, sampai large playing board. Media tersebut peneliti buat jauh-jauh hari agar persiapan mengajar dapat terlaksana dengan baik. Peneliti memulai pertemuan dengan mengucap salam “Assalamu ‘alaikum wr.wb” dan dijawab bersamaan oleh siswa dengan “Walaikum salam wr.wb”. Dilanjutkan dengan sapaan “ Good morning students” , “How are you today?”. Siswa menjawab “Fine, and you?”. Penelitipun menjawab “fine thank you”. Peneliti menanyakan siapa yang tidak masuk pada hari ini “who is absent today?”. “No one miss ...” “masuk semua”. Proses belajar mengajarpun, dilanjutkan kembali. Peneliti memulainya dengan memperlihatkan gambar serta word cards yang sesuai yang berhubungan dengan sekolah dan membacakannya dengan suara nyaring, intonasi yang benar dan meminta siswa untuk mengulang setelahnya. Kemudian peneliti mengajak siswa untuk bermain permainan “Mix-up school”. Peneliti membagi siswa menjadi beberapa tim. Disini siswa harus mncari kata sesuai apa yang ditanyakan oleh tim lain seperti contoh berikut: “where is the toilet?”, kemudian mereka menjawab “the toilet is beside the canteen”. Kemudian mereka menempelkan gambar toilet tersebut d ruang kosong sebelah kanti nyang terdapat pada large playing board yang telah dipersiapkan peneliti sebelumnya. Permainan berlangsung sangat tertib dan menyenangkan. Siswa memperhatikan dengan baik semua yang diperintahkan. Mereka terlihat sangat gembira.

Setelah permainan usai, peneliti mengajak siswa untuk bernyanyi bersama. Lagu yang peneliti ajarkan adalah “if you’re happy”. Semua siswa sangat antusias dan bersemangat menyanyikannya. Pertemuanpun peneliti tutup dengan ucapan “this is the end our meeting today, and bye”.

FIELD NOTE 13

Waktu: 09.20, March 8 2011

Tempat: Ruang perpustakaan SDN Singosaren Banguntapan Bantul.

Seperti biasa peneliti bertemu kembali dengan guru untuk melakukan evaluasi setelah proses belajar mengajar. Pertemuan keempat ini dirasa cukup. Karena setelah berdiskusi, kelas V SDN Singosaren mengalami kemajuan yang sangat pesat dalam menerima pelajaran bahasa Inggris khususnya skill membaca mereka. Hal tersebut terlihat dari penertimaan siswa dalam setiap materi yang diajarkan. Mereka tidak lagi terlihat bosan ataupun tidak mengikuti materi yang ada. Melainkan mengikuti materi dengan senang, antusias dan sangat bersemangat. Sehingga hasil yang diharapkan telah tercapai. Merekapun memutuskan untuk menyudahi penelitian ini, di pertemuan keempat.

**APPENDIX 3:
LESSON PLANS**

LESSON PLAN I

Class/Semester : V/ II
Day and date : Tuesday, February 8, 2011
Subject : English
Duration : 2x35 minutes
Theme : Food and Drink.

Standard : Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.
Competence:

Basic Competence:

1. Mengeja dan melafalkan kata atau kalimat sederhana secara tepat dan berterima.
2. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.

Indicators:

1. Mengeja dan melafalkan kata atau kalimat dengan benar.
2. Merespon dan menanyakan makanan atau minuman kesukaan melalui teks dialog.

A. Learning Objectives:

The students are able to practice their reading skills during the activities.

B. Language Focus:

Vocabularies :

- Food; rice, fried rice, fried chicken, pizza hamburger, meatball, cake, bread, cookie, fried noodle, tofu, tempe.
- Drink; iced tea, hot tea, ice cream, coffee, orange juice, soft drink, lemonade.

Expressions :

- Do you like pizza? Yes I do/No, I don't.
- What your favorite food/drink? My favorite food/drink is meatball/iced tea.

Simple classroom instructions:

- "Sit down, please"
- "Open your book"
- "Open page..."
- "Silent, please!"
- "Raise your hand"
- "Stand up.. ."
- "Sit down"

Song: **What do you like?**

What do you like?

What do you like?

I like cake.

What do you like?

What do you like?

I like bread.

C. Teaching Learning Process

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher explains and demonstrates simulations about instructions.
- c. She leads students' attention by singing a song.
- d. She asks the students about food and drink.
- e. She informs the students about food and drink.

2. Main Activities

- a. The teacher shows the pictures of food and drink in front of the class.
- b. The teacher pronounces the vocabularies related to food and drink and ask the students to repeat after her.
- c. She drills the students about food and drink by showing pictures and asking "do you like pizza?" to the students
- d. She divides the class into groups of three or four,
- e. She asks the students to do card games called food and drink.
 - She divides the class into groups of four.
 - She explains the rules of the game.
 - She demonstrates some examples.

- She shuffles the cards well and deals them out equally to the students.
- She asks students place a card face up on the table, saying “This is a...”
- She asks the groups take all the cards lying on the table.
- She asks each group to saying “Please give me the meatball picture cards” if their group just have the meatball word card. Another group gives away the cards unless they have no choice. Tactically, they should try to wait for the right moment after they know the group has the card to exchange.
- She asks the students to stick the card on flannel.
- The first group who collect ten cards wins.

3. Closing Activities

- a. The researcher asks to the students what they have learnt.
- b. She closes the lesson by greeting.

D. Source :

- Games for Children, Oxford University Press.
- Song and Chants, Longman.
- Speed Up English 5, Yudhistira.

E. Media : Pictures of food and drink cards, food and drink word cards, and flannel

Performance assesment guidelines

No.	Assesment aspects	scoree
1	Word recognition: Very good	4
	Pretty good	3
	Poorly	2
	Not good	1
2	Comprehension: Very good	4
	Pretty good	3
	Poorly	2
	Not good	1
3	Reflection: Very good	3
	Pretty good	2
	Poorly	1
	Not good	

$$\text{Score: } \frac{\text{Gained score}}{\text{Maximal score}} \times 100$$

Yogyakarta, February 2010

Headmaster of SDN Singosaren

English Teacher

LESSON PLAN II

Class/Semester : V/ II
Day and date : Tuesday, February 22, 2010
Subject : English
Duration : 2x35 minutes
Theme : Family.

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

Basic Competence:

1. Memahami teks diskriptif dalam konteks sekitar peserta didik.
2. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana.

Indicators:

1. Menjawab pertanyaan berdasarkan cerita yang dibacakan.
2. Membuat family tree melalui teks diskriptif sangat sederhana.

A. Learning Objectives:

The students are able to practice their reading skills during the activities.

B. Language Focus

Vocabularies : father, mother, brother, sister, grandfather, grandmother, grandparents, uncle, aunt, son daughter, cousin, parents, nephew, niece, have, has, husband, wife, grandson, granddaughter, grandchildren.

Personal pronoun: i, you, he, she, they, we, it

Possesive pronoun: my, your, her, his, our, their

Expression:

- What is your's name?/Who is your father?

My ...'s name is...

- How many ... do you have?

I have....

Text:**RINA'S FAMILY**

My name is Rina. I am ten years old. I live in Wijirejo Pandak Bantul. I live with my father, my mother, one brother and two sisters. My father's name is Mr. Pulung. And my mother's name is Mrs Laksmi. My brother's name is Danu. My sisters' names are Tika and Maya. My grandfather and my grandmother also live with my family. Their names are Mr. Joko and Mrs. Ina. I have an uncle. His name is Mr. Anwar. His wife is Mrs. Dina. They have two daughters and two sons. Their names are Lina, Lita, Kiko and Riko.

Song:

She's my mom

Who's she? Who's she? Who is she?

She's my mo-ther. She is my mom.

Who's she? Who's she? Who is she?

She's my mom!

C. Teaching Learning Process

1. Opening Activities

- a. The teacher starts the lesson by greeting.
- b. She leads the students by singing a song.

2. Main Activities

- a. The teacher shows and says the pictures of family.
- b. The teacher pronounces the vocabularies related to family and asks students to repeat after her.
- c. The teacher gives students the descriptive text and asks them to repeat after her.
- d. The teacher asks the students to work in pairs and gives them the family tree worksheet.
- e. The teacher gives everybody show game and explains the rules.
 - She asks the students to reads the descriptive text.
 - She asks the students to choose ten to fifteen words related to the member of family from the descriptive text.
 - She makes four sets of cards with one of the words on each card in a set. Each player has a set of cards on the table with the words showing.
 - She says, “Everybody show” when she says one of the words. Each player immediately picks up the cards and shows the words.

3. Closing Activities

- c. The researcher asks what they have learnt.
- d. He closes the lesson by saying “Thank you and have a nice day”.

D. Source:

- Language Experience Activities, University of Arizona.
- Song and Chants, Longman.
- Speed Up English 5, Yudhistira.

F. Media: word cards, picture cards, worksheets.

Performance assesment guidelines

No.	Assesment aspects	scoree
1	Word recognition: Very good	4
	Pretty good	3
	Poorly	2
	Not good	1
2	Comprehension: Very good	4
	Pretty good	3
	Poorly	2
	Not good	1
3	Reflection: Very good	3
	Pretty good	2
	Poorly	1
	Not good	

$$\text{Score: } \frac{\text{Gained score}}{\text{Maximal score}} \times 100$$

Yogyakarta, February 2010

Headmaster of SDN Singosaren

English Teacher

LESSON PLAN III

Class/Semester : V/ II

Day and date : Tuesday, March 1, 2010

Subject : English

Duration : 2x35 minutes

Theme : Days and Month

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

Basic Competence:

1. Mengeja dan melafalkan kata atau kalimat sederhana secara tepat dan berterima.
2. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.

Indicators:

1. Mengeja dan melafalkan kata atau kalimat dengan benar.
2. Merespon dan menanyakan hari/bulan melalui teks dialog.

A. Learning Objectives:

The students are able to practice their reading skills during the activities.

B. Language Focus

Vocabulary:

- Days;
 - sunday
 - monday
 - tuesday
 - Wednesday
 - truesday
 - friday
 - Saturday

- Month;
 - january
 - february
 - march
 - april
 - may
 - june
 - July
 - August
 - September
 - October
 - November
 - december

Expression:

- what day is today? Today is Monday
- what day was yesterday? Yesterday was Sunday.
- what day is tomorrow ? Tomorrow is Tuesday.
- what is the month before/after June?
It's May/July.

Text:

My Calendar

I have a blue calendar.

It's hanging on the wall.

Since January the first.

I am happy waiting the date change.

Sunday... Tuesday... Saturday...

The first, the second... the seventh.

Also the months.

January... February... July.

Until my birthday.

Song:

“What day is today?”

What day, what day is to-day?

Mon-day, mon-day its mon-day.

What day, what day is to-day?

It's my birth-day

C. Teaching Learning Process**1. Opening Activities**

- a. The researcher greets the students.
- b. She leads the students by singing a song.

2. Main Activities

- a. The teacher pronounces days and month shows each picture.
- b. She sticks all word cards on the flannel.
- c. She asks the students repeat the poem after her.
- d. The researcher asks the students to play puzzle game.
 - She gives each students photocopy of puzzle.
 - The teacher asks students to find days and month words horizontally or vertically on the puzzle.
 - The most faster and correct answers is the winner.

3. Closing Activities

- a. The teacher reviews and gives evaluation.
- b. The researcher closes the lesson by saying “Thank You” and “Good Bye”.

D. Source : - Games for Children, Oxford University Press.
 - Song and Chants, Longman.
 - Speed Up English 5, Yudhistira.

E. Media : A flannel, word cards, puzzle chant.

Performance assesment guidelines

No.	Assesment aspects	scoree
1	Word recognition: Very good	4
	Pretty good	3
	Poorly	2
	Not good	1
2	Comprehension: Very good	4
	Pretty good	3
	Poorly	2
	Not good	1
3	Reflection: Very good	3
	Pretty good	2
	Poorly	1
	Not good	

Score:

$\frac{\text{Gained score}}{\text{Maximal score}} \times 100$

Yogyakarta, February 2010

Headmaster of SDN Singosaren

English Teacher

LESSON PLAN IV

Class/Semester : V/ II

Day and date : Tuesday, March 8, 2010

Subject : English

Duration : 2x35 minutes

Theme : At school

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

Basic Competence:

1. Mengeja dan melafalkan kata atau kalimat sederhana secara tepat dan berterima.
2. Membaca nyaring dengan ucapan, tekanan dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.

Indicators:

3. Mengeja dan melafalkan kata atau kalimat dengan benar.
4. Merespon dan menanyakan tempat atau letak melalui teks dialog.

A. Learning Objectives:

The students are able to practice their reading skills during the activities.

B. Language Focus

Vocabulary :

- | | |
|--------------------|---------------|
| - classroom | - beside |
| - teacher's room | - between |
| - library | - behind |
| - canteen | - in front of |
| - mosque | - near |
| - laboratory | |
| - computer room | |
| - toilet | |
| - school | |
| - kitchen | |
| - yard | |
| - parking lot | |
| - hall | |
| - principal's room | |

Expressions :

- Where is Nia?
Nia is nthe canteen.
- Where is the toilet?
The toilet is beside the laboratory.
- Is the toilet beside the canteen?
Yes it is/ No is not.

Song:

“If you are Happy”

If you’re happy and you know it clap your hand

If you’re happy and you know it clap your hand

If you’re happy and you know it and you really want to show it

If you’re happy and you know it clap your hand

C. Teaching Learning Process

1. Opening Activities

- a. The teacher greets the students.
- b. She informs the students about the lesson for the day.

3. Main Activities

- a. The teacher gives Mixed-up school game and explains the rules.
 - The teacher acts out how to play the Mixed-up school game and the students pay attention to the teacher’s action.
 - The teacher prepares a large playing board showing the room of school in front of the class.
 - The teacher split the class into small teams into A, B, C etc. Then team A goes in front of the class. Other teams ask *where is the toilet?* Then the team A answers *the toilet is beside the canteen.*
 - Team A should find the toilet picture then stick it on the room beside the canteen.
 - The most correct answer is the winner.

- b. The teacher asks students to sing “if you are happy” song.

3. Closing Activities

- a. The teacher reviews the lesson that has been learnt.
b. The researcher closes the lesson by saying “Thank You” and Good Bye”.

D. Source :

- Games for Children, Oxford University Press.

E. Media : picture cards, large playing board.

Performance assesment guidelines

No.	Assesment aspects	scoree
1	Word recognition: Very good Pretty good Poorly Not good	4 3 2 1
2	Comprehension: Very good Pretty good Poorly Not good	4 3 2 1
3	Reflection: Very good Pretty good Poorly Not good	3 2 1

Score:
$$\frac{\text{Gained score}}{\text{Maximal score}} \times 100$$

Yogyakarta, March 2011

Headmaster of SDN Singosaren

English Teacher

APPENDIX 4:
GAMES DISCRPTION

Food and Drink Game

Game type	: Card Game
Aims	: Language; <i>This is ... Please give me ...</i> Other: Decision making.
Age	: 8+
Group size	: 6-8
Time	: 20 minutes
Materials	: A set of cards with pictures of different food and drink and words cards.
Description	: The object of the game is to acquire amount different food cards and drink, and words cards.
Preparation	: Make the pictures and the words cards.
Procedure	: 1. Shffle the cards well and deal them out equally to the children. 2. In turn, the children place a card face up on the table, saying <i>This is a...</i> 3. If the children plays a food cards, he or she take all the cards lying on the table. He or she also asks another child for the same amount of pictures

Everybody Show Game

- Game Type : Cards Game
- Aims : Language: Revising vocabulary.
- Age : 8+
- Group size : 6-8
- Time : 20 minutes
- Materials : words cards
- Preparation : Make the words cards.
- Procedure :
- 1 Choose ten to fifteen words related to the member of family from the descriptive text.
 - 2 Make four sets of cards with one of the words on each card in a set. Each player has a set of cards on the table with the words showing.
 - 3 Say “Everybody show”. When the teacher says one of the words. Each player immediately picks up the cards and shows the words.

Puzzle Game

Game type : Word Game

Aims : Language: Revising vocabulary.

Age : 8+

Group size : 6-8

Time : 20 minutes

Materials : photocopies of puzzle chains

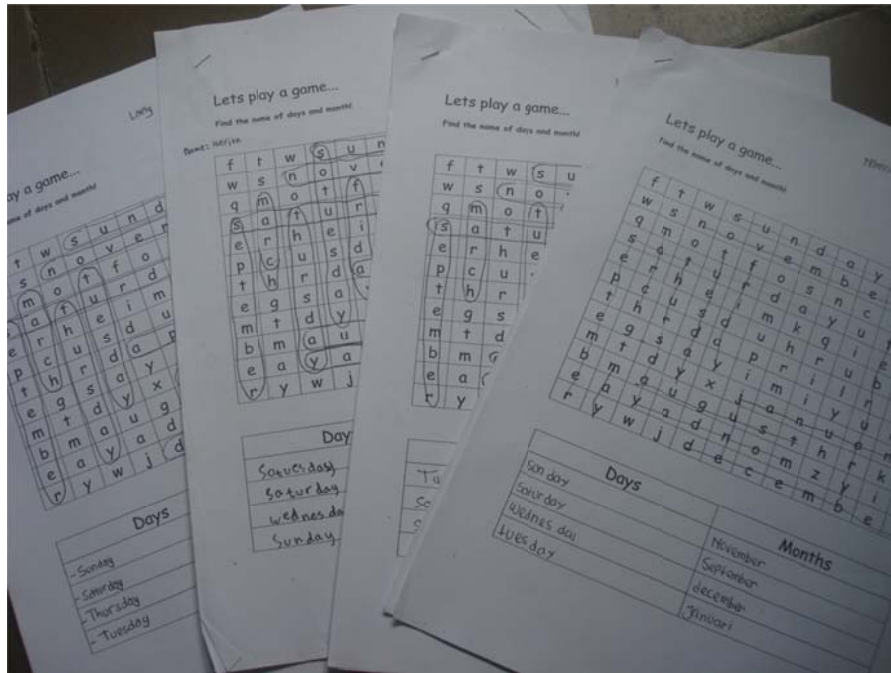
Procedure :

1. Gives each students photocopy of puzzle.
2. Find days and month words horizontally or vertically on the puzzle.
3. The most faster and correct answers is the winner.

Make-up School Game

- Game type : Board Game
- Aims : Language; *Where is the toilet? Toilet is beside the canteen.*
Other: Decision making; matching
- Age : 4+
- Group size : 4-10
- Time : 10 minutes
- Materials : picture cards, large playing board.
- Procedure :
1. Prepare a large playing board showing the room of school in front of the class.
 2. Split the class into small teams into A, B, C etc. Then team A goes in front of the class. Other teams ask *where is the toilet?* Then the team A answers *the toilet is beside the canteen.*
 3. Team A should find the toilet picture then stick it on the room beside the canteen.
 4. The most correct answer is the winner.

APPENDIX 5: MEDIA



"Puzzle Game"

Name	Listen and Write The teacher is speaking	Stay in your Seat During the Lesson	answer Questions	Game Winner
Aji Angesta S U				
Aprilia Dina A				
Arifianah P				
Ariyanti N				
Anisa Susabilla H				
Enka Suci R				
Ferry Dwi S				
Salah Anggraeni				
Hertjuna Angestu				
Isa Ismawan				
Laeli Nur Dwi F				
Miah Inerajaya				
Muggerwati				
Pamantya Aylan K				
Rahma Phala S D				
Syilk Noor I				
Surya Yaniba S				
Putri Purwanto				
Abadi R				
Andra Dani M				
Anton Nurfiandi				

"Reward board"



At school Pictures



At school pictures



Family picture cards



Drink picture cards



Food picture cards



Food word cards



Food word cards



Drink word cards

APPENDIX 6:
PHOTOGRAPHS



The teacher shows Food and Drink picture cards.



The students were enthusiastic to play the game.



The students play Food and Drink game.



The students play Food and Drink game.



The students were enthusiastic to involve themselves in every activity.



The teacher shows reward board to the students.



The students read a poem “My Calendar”



The students play puzzle game.



The students were enthusiastic to involve themselves in every activity.



The students play mixed-up school game.

**APPENDIX 7:
RESEARCH PERMITS**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

Nomor : 2579/H.34.12/PP/XII/2011
Lampiran : --
Hal : **Permohonan Izin Penelitian**

22 Desember 2011

Kepada Yth.

Kepala Sekolah
SD N Singosaren, Banguntapan
di Bantul

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

Improving The Quality of Reading Through Games for The Fifth Grade Students of SD N Singosaren Banguntapan Bantul in The Academic Year 2010/2011

Mahasiswa dimaksud adalah :

Nama : HAMI KHOTMAYANTI
NIM : 04202244091
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Bulan Januari 2012

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

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



Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001