

**CLASSROOM TECHNIQUES USED IN VOCABULARY
DEVELOPMENT ACTIVITIES IN ENGLISH CLASSROOM: A
NATURALISTIC STUDY AT MTS NEGERI SURAKARTA 2 IN 2015/2016
ACADEMIC YEAR**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment the Requirements
for Getting Bachelor Degree of Education
In English Department**

**By:
PUJI ASTUTIK
A320120245**

**ENGLISH DEPARTMENT OF EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016**

APPROVAL

**CLASSROOM TECHNIQUES USED IN VOCABULARY
DEVELOPMENT ACTIVITIES IN ENGLISH CLASSROOM: A
NATURALISTIC STUDY AT MTS NEGERI SURAKARTA 2 IN 2015/2016
ACADEMIC YEAR**

PUBLICATION ARTICLE

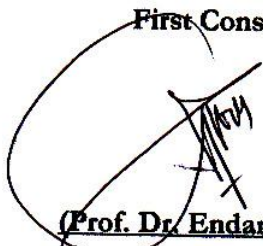
by:

PUJI ASTUTIK

A 320 120 245

Approved to be Examined by Consultant

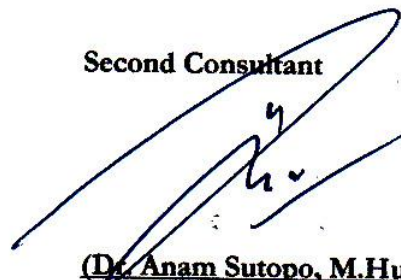
First Consultant



(Prof. Dr. Endang Fauziati, M. Hum.)

NIK. 274

Second Consultant



(Dr. Anam Sutopo, M. Hum.)

NIK. 849

ACCEPTANCE

CLASSROOM TECHNIQUES USED IN VOCABULARY
DEVELOPMENT ACTIVITIES IN ENGLISH CLASSROOM: A
NATURALISTIC STUDY AT MTS NEGERI SURAKARTA 2 IN 2015/2016
ACADEMIC YEAR

BY


PUJI ASTUTIK

A 320 120 245

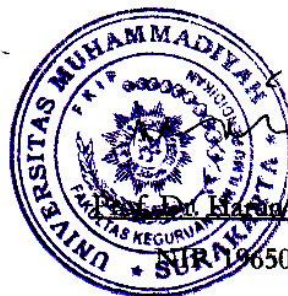
Accepted and Approved by the Board of Examiners
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta

The Team of Examiners:

1. Prof. Dr. Endang Fauziati, M.Hum.
(First Examiner)
2. Dr. Anam Sutopo, M.Hum.
(Second Examiner)
3. Mauliyah Halwat Hikmat, Ph. D.
(Third Examiner)



Dean,



Dr. Khardjono Joko Prayitno, M.Hum.

650428B199303 1001

PRONOUNCEMENT

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 26 April 2016

The researcher



PUJI ASTUTIK

A320120245

**CLASSROOM TECHNIQUES USED IN VOCABULARY DEVELOPMENT
ACTIVITIES IN ENGLISH CLASSROOM: A NATURALISTIC STUDY AT MTs
NEGERI SURAKARTA 2 IN 2015/2016 ACADEMIC YEAR.**

ABSTRACT

This study is carried out to describe classroom techniques used in vocabulary activities in English classroom at MTs Negeri Surakarta 2. The aims of this research are: (1) to describe the kinds of classroom techniques used in vocabulary activities, (2) the purpose of using each classroom technique, (3) the teacher's roles, (4) the student's roles, and (5) instructional materials used by the English teachers at MTs Negeri Surakarta 2. The kind of this research is descriptive qualitative research especially naturalistic study in analyzing the data. The methods of collecting data in this research are observation, interview and document. The finding of the study shows that there are some classroom techniques used by English teachers at MTs Negeri Surakarta 2 such as: memorization (vocabulary card system), synonym, self-defining context, picture and drawing, antonym, and reading aloud. The teachers have roles as model, instructor, consultant, group organizer, evaluator, and facilitator. The student have roles as participant, demonstrate their knowledge and understanding, engage actively in learning, dialog and interaction with teacher, learner member group and learn by interacting with other, tutor for other learner, and shows respect. There are some materials used by English teachers, such as textbook, work book, dictionary, photocopy exercises, and power point on LCD. The conclusion of this research is that English teacher at MTs Negeri Surakarta 2 used various classroom techniques which can improve the students' ability. Various techniques can make the student interested in English teaching-learning process. It does not make the class monotonous. The students become more active and creative. Based on the result, apparently, classroom techniques used by the teacher have important role in the teaching-learning process.

Keywords: Classroom techniques in vocabulary activities, teachers' and students' roles, instructional material.

ABSTRAK

Tujuan dari penelitian ini untuk mengamati proses pembelajaran di MTs Negeri Surakarta 2. Tujuan dari penelitian ini yaitu: (1) untuk mendeskripsikan jenis-jenis teknik yang digunakan pada pembelajaran kosakata, (2) untuk mendeskripsikan tujuan dari setiap penggunaan teknik, (3) untuk mendeskripsikan peran guru, (4) untuk mendeskripsikan peran siswa, dan (5) Materi yang digunakan oleh guru-guru bahasa Inggris di MTs Negeri Surakarta 2. Jenis penelitian ini adalah deskriptif kualitatif khususnya Naturalistik Studi dalam menganalisis data. Metode yang digunakan dalam penelitian ini antara lain observasi, wawancara, dan dokumentasi. Temuan dalam penelitian ini menunjukkan bahwa teknik mengajar yang digunakan oleh guru bahasa Inggris di MTs Negeri Surakarta 2 antara lain memorization (vocabulary card system), synonym, self-defining context, pictures and drawing, antonym, and reading aloud. Peran guru dalam kelas antara lain sebagai model, instruktur, konsultan, manajer tim, evaluator, dan fasilitator. Siswa berperan sebagai peserta didik, menunjukkan pengetahuan and pemahamannya, anggota tim and belajar dari interaksi sekitar, tutor bagi siswa lain, dan menunjukkan perhatiannya. Ada beberapa materi yang digunakan oleh guru bahasa Inggris, seperti buku teks, lembar kerja siswa, kamus, soal-soal latihan dalam bentuk foto copy, power point pada LCD. Kesimpulan dalam penelitian ini yaitu para guru bahasa Inggris di MTs Negeri Surakarta 2 menggunakan berbagai macam teknik mengajar dalam kelas yang dapat meningkatkan kemampuan belajar siswa. Berbagai macam teknik yang digunakan membuat siswa tertarik dengan proses belajar mengajar. Teknik-teknik yang digunakan tidak membuat siswa merasa bosan dengan proses pembelajaran. Hal itu menjadikan kelas tidak membosankan. Siswa menjadi lebih aktif dan kreatif. Berdasarkan hasil yang diperoleh, sesungguhnya teknik mengajar dalam kelas yang digunakan oleh guru memiliki peran yang amat penting dalam proses belajarmengajar.

Kata Kunci: Teknik mengajar dalam aktivitas pengembangan kosakata, Peran Guru dan Siswa, Materi Pendukung.

1. INTRODUCTION

In curriculum 2013, English lesson must be given to the students on Junior High School. English becomes one of subject to be learned by the learners. MTs Negeri Surakarta 2 is one of school in Surakarta that chooses English as the foreign language as a subject. At MTs Negeri Surakarta has 33 classes, start from first until third grades and there are 7 (seven) English teachers. In English, language skills are including listening, speaking, reading and writing skills. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure. Skills are the basic from the student for improving their ability to be master.

In MTs Negeri Surakarta 2, English lessons is done as a whole, has not focuses on every skills such as listening, speaking, reading and writing. The teacher teaches all aspects of it together in one lesson there. So, in the teaching learning process, the teacher also teaches the language aspects such as vocabulary, pronunciation, grammar, spelling and structure.

English subject is a subject must to learn by the students at MTs Negeri Surakarta 2. The most problem for the students is about their feel bored and they just passive in the class. In teaching all aspects of language skills, includes in vocabulary activity, the teachers should be more active and make the class not monotonous. Beside that, the teacher must know the characteristic all students in the classroom, it means that, the teacher can use the various ways to make them interested. So, the classroom techniques which appropriate are needed here.

Based on phenomenon above, the researchers try to investigate the teaching and learning process especially classroom techniques when the teacher teaches in vocabulary activities to achieve the learning objectives. The researcher want to deeply know the process of teaching-learning especially classroom techniques used in vocabulary activities in English classroom at MTs Negeri Surakarta 2.

There is a set of options at the levels of theory and practice, as well confuse the terms approach, method, and technique. According to Richards and Rodger (1978: 146) in Fauziati (2014: 13-14) define approach as “assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference point and provide a theoretical foundation for what language teachers ultimately do with learners in classroom”.

Anthony (1963: 95) in Fauziati (2014: 12) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Method is theoretically related to an approach and is organizationally determined by a design. According to Fauziati (2014: 13) “technique is classroom practices done by the teacher when presenting a language program”. A technique is implementation that which actually takes place in a classroom.

In order to achieve the ultimate goal of student learning, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Richard and Rodgers (1993: 3-4) in Fauziati (2014: 19) vocabulary selection is based solely on the reading texts used and words are taught through bilingual word lists dictionary study, and memorization.

Classroom techniques play the important role. To reaches the goal of teaching-learning process, the teacher have to find and used the teaching techniques which is appropriate with the students' characteristics. Technique is something that actually takes place in language teaching or learning in the classroom.

Relevant to the above description on approach, method, and technique, Celce-Murcia (2004:9) gives her summary stating that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is a very specific type of learning activity used in one and more methods (e.g. using colored rods of varying length to facilitate language practice in silent way).

Based on the review above, the researcher is interested to describe kinds of techniques used in vocabulary activities at MTs Negeri Surakarta 2. To prove the originality of this research, the researcher takes some previous study related to techniques of vocabulary. There are Sari (2013), Revellia (2014), Nugroho (2015), Jauhari (2015), and Aninda (2015).

Siwi Ardilla Sari (UMS, 2013) studied the *Teaching Technique Applied By English Teacher to Improve Students' Vocabulary at The First Year of SMP Muhammadiyah 7 Eromoko Wonogiri In 2012/2013 Academic Year*. The aims of her research is describing the teacher's techniques in improving students' vocabulary at the first year. The type of her research is qualitative research especially naturalistic study. Methods of collecting data in this research are observation, interview and analyzing document. The conclusion of her

research is that there are two techniques implemented by the teacher in teaching learning process. The techniques are namely memory and storage systems and contextual guesswork.

Shelvita Revellia (UMS, 2014) studied the *Techniques of English Teaching Used at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study*. The aims of this research are to observing teaching-learning process in SMP Muhammadiyah 5 Surakarta. The objectives of English teaching-learning process of using these techniques. The type of research is a naturalistic study. The methods of collecting data in her research are observation, interview and document. The conclusion of her research is that there are four techniques implemented by the teacher in teaching learning process namely reading aloud, oral repetition, answering question and dialog conversation.

Muhamad Erfan Nugroho (UMS, 2015) studied *Teaching English Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 5 Surakarta*. The aims of this research paper is intended to describe the general objectives of teaching English and the goal of teaching vocabulary (2) the material of teaching vocabulary (3) the technique of teaching English vocabulary. The type of his research is descriptive qualitative research. His techniques of collecting data were observation, interview and document analysis. After collected the data, he reducing the data, display the data and verifying the data. The finding of his research showed the objective of teaching English is to develop the language skills and communicate written and orally dealing with the development of science and technology. The materials are taken from English book entitled "Practice Your English Competence" by Erlangga publisher. The teacher uses "lecturing and observing" technique in teaching vocabulary.

Yusuf Akhyar Jauhari (UNNES, 2015) studied *The objective of the study is to describe how effective Bingo Game Technique in improving vocabulary mastery*. The aim of this research to describe the effective Bingo Game in vocabulary activities. The type of this research is experimental method approach. This first meeting was try out. The second meeting was treatment and pre-test. The third meeting was treatment. The fourth meeting was treatment and post-test. The result of his research, the students' progress during the teaching learning process by using Bingo Game Technique was very good. The students' achievement increased from the first meeting to fourth meeting.

Maulina Indah Aninda (UMS, 2015) studied *The Use of Multimedia in Teaching Vocabulary to the First Grade Students at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year*. The aims of this research is the objectives of teaching vocabulary by using multimedia. The type of her research is a descriptive qualitative research. The object of the research is teaching vocabulary using multimedia. The technique of data analysis used in this research she uses an interactive model. That includes three main components, namely reducing the data, displaying the data and drawing conclusion and verification. The result of this research shows that the objectives of teaching vocabulary using multimedia are the students are interested in the material presented and not being bored, to make teaching-learning process would be more effective and to make the students easy in understanding the lesson materials, to help the students are able to answer the exercises.

This research focuses on classroom techniques used in vocabulary development activities in English classroom: a naturalistic study at MTs Negeri Surakarta 2 in 2015/2016 academic year includes the components of techniques such as, the kinds of classroom techniques, the purposes of using each technique, teacher's role, student's role in each classroom techniques, and instructional material.

The researcher applies several theories related with previous study in order to support the data of research. There are several theories to support her research namely Notion of Approach, Method, and Technique, Notion of Classroom Techniques in vocabulary activities and instructional material.

Anthony in Allen (1965: 94; Fauziati, 2014: 11) views approach as "A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic." An approach describes the nature of the subject matter to be taught. Theories at the level of approach relate directly to the level of design.

According to Richards and Rodgers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure..

Anthony (1963: 96; Fauziati, 2014: 13) defines technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance which used to accomplish an immediate objective.

There are some techniques can be used in the teaching English, especially in vocabulary activities such as Semantic Network, Memorization (Vocabulary Card System), Guessing Meaning from Context, The Word Wall Approach, Collocation, Listening Carefully, Pronouncing the Word, Method of Grasping the Meaning, Definitions, Self-defining Context, Antonyms, Synonyms, Dramatization, Pictures and Drawings, Realia, Series, Scales, System, Illustrative Sentences, Practice from Meaning to Expression,

Reading the Word, Writing the Word, Shift of Attention, Strategy for Special Types of Words, Words That Are Easy to Learn, Words of Normal Difficulty and Difficult Words.

Little wood in Anita (2005:20) states that teachers play role as a facilitator of learning and as manager in the classroom. They may perform as a language instructor, as a consultant or advisor and as communicator. There are several teacher's role: (1) Teacher' role as a facilitator, (2) As a classroom manager, (3) As an instructor, (4) As a consultant, (5) As a communicator.

According to Johnson and Paulson (1979) in Richard (2001) learner roles in an individualized approach to language learning in the following terms: (1) Learners plan their own learning program and this ultimately assumes responsibility for what do in the classroom. (2) Learners monitor and evaluate their own progress. (3) Learners are member a group and learn by interacting with others. (4) Learners tutor other learners. (5) Learners learn from the teacher, from other students, and from other sources.

Cunningsworth (1995: 7) states that course books are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. Course books or materials have multiple roles in English Language Teaching and can serve as : (1) A resource for presentation material (spoken and written), (2) A source of activities for learner practice and communicative interaction. (3) A reference source for learners on grammar, vocabulary, pronunciation, so on. (4) A source of stimulation and ideas for classroom language activities. (5) A syllabus (where they reflect learning objectives which have already been determined), (6) A resource for self-directed learning or self-access work. (7) A support for less experienced teachers who have yet to gain in confidence.

2. RESEARCH METHOD

The type of this research is a descriptive qualitative research. This research is naturalistic study about the classroom techniques used in vocabulary activities at MTs Negeri Surakarta 2. Naturalistic observation refers to the collection of data without manipulation of the environment. In other definition, naturalistic observation is a research tool in which a subject is observed in its natural habitat without any manipulation by the observer. Naturalistic observation involves two main differences that set it apart from other forms of data gathering. In the context of a naturalistic observation the environment is in no way being manipulated by the observer nor was it created by the observer.

The researcher gets the data from three sources, namely: events, informants, and documents. The methods of collecting data in this research are observation, interview, and documentation. The validity of the data in this study is using triangulation techniques. The techniques for analyzing data in this research are reduction the data, display the data, and drawing conclusion. The subject of this study is the English teachers and students of MTs Negeri Surakarta 2. The researcher observes in class 7H, 8B, and 9A3. The teachers' name are Dra. Sri Widayati, Dra. Hj. Savri Indiani Soeharno, S.Pd.,M.Pd., and Siti Rofi'ah, S.Ag., M.Pd. The object of this research is the researcher focus on the classroom techniques used in vocabulary development activities in English classroom: a naturalistic study at MTs Negeri Surakarta 2 in 2015/2016 academic year.

3. FINDING AND DISCUSSION

The research focuses on the question problem statement that are: (1) Kinds of classroom techniques in vocabulary development activities, (2) The purposes of using each techniques, (3) Teacher's roles, (4) Student's Role, and (5) Instructional material used in vocabulary activities at MTs Negeri Surakarta 2.

3.1 Kinds of Classroom Techniques in Vocabulary Development Activities at MTs Negeri Surakarta 2.

3.1.1 Techniques used by Mrs. Siti Rofi'ah in vocabulary activities. Some techniques used by the teacher such as Memorization (vocabulary card system) and Synonym.

3.1.2 Techniques used by Mrs. Savri Indiani Soeharno in vocabulary activities. Some techniques used by the teacher such as Self-defining Context, and Pictures and drawing.

3.1.3 Techniques used by Mrs. Sri Widayati in vocabulary activities. Some techniques used by the teacher such as Antonym and Reading aloud.

3.2 The Purposes of Using Each Techniques in vocabulary Development activities at MTs Negeri Surakarta 2.

- 3.2.1 Memorization (Vocabulary Card System) is to train the student's pronunciation and their memorization.
- 3.2.2 Synonym is to help to enrich of the student's vocabulary and provide alternative words instantly.
- 3.2.3 Self-defining Context helps the students to define things based on the context.
- 3.2.4 Pictures and drawing is to help the student of English to develop their understanding about the topic based on the pictures.
- 3.2.5 Antonym is to help the student to understand a pair of opposites meaning.
- 3.2.6 Reading aloud is to make the students familiar with the words and also improve pronunciation of students.

3.3 Teacher's Role in vocabulary development activities at MTs Negeri Surakarta 2.

According to Little wood in Anita (2005:20) states that teachers play roles as a facilitator of learning and as manager in the classroom. They may perform as a language instructor, as a consultant or advisor and as communicator. There are many kinds of teachers' role in vocabulary activities at MTs Negeri Surakarta 2 namely: a. Teacher as model, b. Teacher as instructor, c. Teacher as consultant, d. Teacher as group organizer, e. Teacher as evaluator, and f. Teacher as facilitator. The researcher concludes that teachers' roles at MTs Negeri Surakarta 2 are appropriate with Little Wood theory.

3.4 Student's Role in vocabulary development activities at MTs Negeri Surakarta 2.

According to Johnson and Paulson (1979) in Richard (2001) learner roles in an individualized approach to language learning such as learners plan their own learning program, learners monitor and evaluate their own progress, learners tutor other learners, engage actively in learning, dialog and interaction with peers and teacher, performance and presentation and discussion.

The students' roles in vocabulary activities at MTs Negeri Surakarta 2 such as:

- 3.4.1 Student as participant. Student as participant, students follow the appropriate command instructions from the teacher.
- 3.4.2 Student's Demonstrate Their Knowledge and Understanding. They can demonstrate their thought and understanding to the teacher and others. In this way, the students have respect to show their opinion or their thought.
- 3.4.3 Student Engage Actively in Learning. Students can engage active in teaching learning process. They can follow all activities that happened in classroom. Sometime they can monitor and evaluate their own progress, performance, presentation and discussion, or as tutor for other students.
- 3.4.4 Student's Dialog and Interaction with Teacher. Students have interaction just with their friends, but also they have interaction and dialog with the teacher. In this way, the students have respect to show their opinion or their thought.
- 3.4.5 Student as Learner Member Group and Learn by Interacting with Other. Students as learner member group must active in all activities when teaching learning process. The students is follow the appropriate command instruction learning process.
- 3.4.6 Student as Tutor Other Learners. Students as tutor other learner, it means they can teach their friend if their friend don't understand yet about the material. Students become a tutor for other students; they have to understand the material which they learn and help their friend to achieve the goal of lesson.
- 3.4.7 Student Shows Respect. Showing respect for self and others is one of the most important things a student can do to contribute to a quality learning environment and reducing disciplinary distractions. Simple actions such as waiting until recognized before speaking and raising a hand before speaking demonstrate self-respect and respect for others.

The explanation above showed that the students' role at MTs Negeri Surakarta 2 are appropriate with the Johnson and Paulson theory.

3.5 Instructional Materials used at MTs Negeri Surakarta 2.

The materials are used by the English teacher at MTs Negeri Surakarta 2 such as textbook, picture in the course book, and slide. The textbook is used by the teacher in every teaching learning process. The teacher used some books as students' hand book. The teacher

and students used book published on year 2013, entitle “*Passport to the World*”, the second from ESIS publisher year 2013 entitle “*Seri Pendalaman Materi SMP Bahasa Inggris*”, and the last from “*Detik-detik Ujian Nasional Bahasa Inggris*”. The reason from English teacher chooses those books because those books are relevant with the curriculum and syllabus. These are materials are printed materials. Sometimes, the teacher also used the supplementary material taken from internet. The sources taken from internet are called non-printed sources.

Materials used at MTs Negeri Surakarta 2 are appropriate with Richard theory. According to Richard (1990: 1), the kinds of Instructional Materials (Richards, 1990: 1):

- a. Printed materials such as (books, workbooks, worksheets or readers),
- b. Non-printed materials such as (audio materials, videos or computer-based materials),
- c. Materials that comprise both printed and non-printed sources such as (self-access or self study, materials on internet).
- d. Additional materials not designed for instructional use such as (magazines, newspapers, TV materials).

No.	Techniques	The purposes	Teacher's Role	Student's Role	Instructional Material
1	Memorization (Vocabulary Card System)	<ol style="list-style-type: none"> a. It can train the students' pronunciation, and develop their memorization b. It makes the students enthusiastic with the teaching learning process. 	Teacher as: -Model -Instructor	Student as: -Participant -Demonstrate their knowledge and understanding	Textbook, Slide in power point, and materials from internet.
2	Synonym	It helps to enrich of the student's vocabulary and provide alternative words instantly.	Teacher as: -Instructor -Consultant	Student as: -Engage Actively in Learning -Dialog and Interaction with Teacher	Textbook, Slide in power point, materials from internet.
3	Self-defining Context	It helps the students to define things based on the context.	Teacher as: -Group Organizer -Evaluator	Student as: -Participant -Learner Member Group and Learn by Interacting with Other	Textbook, photocopy exercises, and Slide in power point.

4	Picture and Drawing	<p>a. It can interest to the picture showed by the teacher with the various types and colors.</p> <p>b. It can help the students of English to develop their understanding about the topic.</p>	<p>Teacher as:</p> <p>-Instructor</p> <p>-Consultant</p>	<p>Student as:</p> <p>-Tutor for other Learner</p> <p>-Student Engage Actively in Learning</p>	Textbook, photocopy exercises, and Slide in power point.
5	Antonym	To help the student to understand a pair of opposites meaning	<p>Teacher as:</p> <p>-Instructor</p> <p>-Facilitator</p>	<p>Student as:</p> <p>-Participant</p> <p>-Show Respect</p>	Textbook, slide in power point, and materials from internet.
6	Reading Aloud	It makes students familiar with the word and also improves pronunciation of the students.	<p>Teacher as:</p> <p>-Model</p> <p>-Instructor</p>	<p>Student as:</p> <p>-Participant</p> <p>-Engage Actively in Learning</p>	Textbook, slide in power point, and material from internet.

4. CONCLUSION

In curriculum 2013, English lesson must be given to the students on Junior High School. English becomes one of subject to be learned by the students. MTs Negeri Surakarta 2 is one of school in Surakarta that chooses English as the foreign language as a subject. In English, language skills are including listening, speaking, reading and writing skills. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure.

Based on the explanation above, the researcher drew the conclusion that the English teachers at Junior High School. English becomes one of subject to be learned by the students. MTs Negeri Surakarta 2 used various classroom techniques which can improve the students' ability. Various techniques can make the students interested with English teaching-learning process. It does not make the class monotonous. The students became more active and creative. Based on the result, apparently, classroom techniques used by the teachers have important role in teaching learning process.

BIBLIOGRAPHY

- Aninda, Maulina Indah. 2015. *The Use of Multimedia in Teaching Vocabulary to the First Grade Students at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year*. Research Paper. Surakarta: Universitas Muhammadiyah Surakarta.
- Anthony, Edward M. 1963. *Approach, Method, and Technique*. *English Learning* 17: 63-67. Ann Arbor: University of Michigan Press.
- Fauziati, Endang. 2014. *Methods of Teaching English As A Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, Scientific Approach*. Surakarta: Era Pustaka Utama.
- Fauziati, Endang. 2010. *Teaching English As A Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.
- Jauhari, Yusuf Akhyar. 2015. *The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery*. Research paper on School of Teacher Training and Education. Universitas Muhammadiyah Surakarta. (Accessed on 28 December 2015, 10.10 WIB).
- Nugroho, MuhamadErfan. 2015. *Teaching English Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 5 Surakarta*. Research Paper. Surakarta: Universitas Muhammadiyah Surakarta.
- Revellia, Shelvita. 2013. *Techniques of English Teaching Used at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study*. Research Paper. Surakarta: Universitas Muhammadiyah Surakarta.
- Richards, Jack C. And Theodore S Rodgers. 2002. *Method in Language Teaching*. Cambridge: CUP.
- Sari, SiwiArdila. 2013. *Teaching Technique Applied By English Teacher to Improve Students' Vocabulary at The First Year of SMP Muhammadiyah 7 Eromoko Wonogiri In 2012/2013 Academic Yea*. Research Paper. Surakarta: Universitas Muhammadiyah Surakarta.

VIRTUAL REFERENCES

- A.W. Frisby. 1957. *Teaching English: The English Language Book Society and Longmans Green and Co.*, p.98. Web. 04 December 2015. <http://iteslj.org/Techniques/Mehta-Vocabulary.html>
- Ministry of Education, Guyana. 2013. *Roles of a Teacher in the Classroom*. Web. 12 December 2015. <http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom>
- _____. 2013. *Roles of Student in Classroom*. Web. 11 January 2016. <http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1755-roles-of-students-in-classroom-management>

Yopisensei. 2009.*Difference between approach and method*.Web. 04 December 2015.
<http://yopisensei.blogspot.co.id/2009/12/difference-between-approach-method.html>