CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH READING SKILLS AT SMP MUHAMMADIYAH 10 SURAKARTAIN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY

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SCHOOL OF TEACHER TRAINING AND EDUCATION

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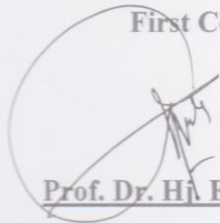

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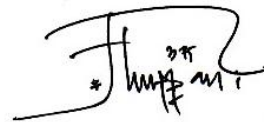Program : English Education Department

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CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH READING SKILLS AT SMP MUHAMMADIYAH 10 SURAKARTA IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Abstract

This study is aimed to describe classroom techniques used by the teacher to develop students' English reading skills at SMP Muhammadiyah 10 Surakarta. The type of this research is descriptive qualitative research especially naturalistic study. The method of collecting data in this research are observation, interview and document. The results of the research shows that there are some classroom techniques implemented by English teacher at SMP Muhammadiyah 10 Surakarta such as: reading aloud, translating sentence, silent reading, skimming and scanning, and question and answer. There are some classroom techniques used by the teacher and each classroom technique has purpose. The teacher has roles as controller, manager, facilitator, explainer, and motivator. The students have roles as subject of learning, object of learning, and monitor and evaluator of his own learning progress. There are some materials used by English teacher, such as: book, textbook, dictionary, another sources from internet as supplementary material. The roles of instructional materials are as a resource for presentation materials (spoken or written), as a reference source for learners on grammar, vocabulary, pronunciation, and so on, and as a resource of stimulation and ideas for classroom activities. The writer concludes that English teacher at SMP Muhammadiyah 10 Surakarta used several classroom techniques which can develop the students' English reading skills. Various classroom techniques can make the students more interested, active and not bored in teaching reading proses.

Key words: Classroom techniques of teaching reading, teachers' role, students' role, instructional material.

Abstrak

Studi ini bertujuan untuk mendeskripsikan teknik kelas yang digunakan oleh guru untuk mengembangkan keterampilan membaca bahasa inggris siswa di SMP Muhammadiyah 10 Surakarta. Tipe penelitian ini adalah deskriptif kualitatif, khususnya dengan menggunakan pendakatan naturalistik. Metode pengumpulan data di penelitian ini, yaitu, yaitu: observasi, wawancara, dan dokumen. Hasil dari peneliatian ini menyajikan beberapa teknik kelas yang diterapkan oleh guru bahasa inggris di SMP Muhammadiyah 10 Surakarta seperti membaca dengan keras, menerjemahkan kalimat, membaca tanpa suara, skimming dan scanning, dan menanya dan menjawab. Ada beberapa teknik kelas yang digunakan oleh guru dan setiap teknik kelas mempunyai tujuan. Guru mempunyai peran sebagai pengontrol, pengelola, penyedia, penjelas, dan motivator. Siswa mempunyai peran sebagai subyek pembelajaran, obyek pembelajaran, dan monitor dan evaluator dari progres pembelajaran dia sendiri. Ada beberapa materi yang digunakan guru bahasa inggris, seperti: buku, LKS, kamus dan sumber yang lain dari internet sebagai materi tambahan. Peran dari materi pembelajaran sebagai sumber untuk presentasi materi (berbicara atau menulis), sebagai sebuah sumber referensi untuk siswa dalam tatabahasa, kosa kata, cara pengucapan, dan sebagai sebuah sumber pendorong and ide dari kegiatan kelas. Penulis menyimpulkan bahwa guru bahasa inggris di SMP Muhammadiyah 10 Surakarta menggunakan beberapa teknik kelas yang dapat mengembangkan keterampilan membaca bahasa inggris siswa. Berbagai teknik kelas dapat membuat siswa lebih tertarik, aktif, dan tidak bosan ketika proses mengajar membaca.

Kata Kunci: Teknik kelas dari mengajar membaca, peran guru, peran siswa, materi pembelajaran.

1. **INTRODUCTION**

Junior High School in Indonesia uses English as the main material of second language learning. English as an international language has a very important role in many aspect of our life. So, the students have to learn English to face the better future. English as a subject matter in school covers the four basic language: listening, speaking, reading, and writing. In every subject, student learns activities that involve reading. Reading is one of skill that must be mastered. Smith (1991: 9) in Fauziati (2010: 33) defines Reading "as an understanding a message conveyed by the writer though visual and non-visual information". By reading we can get new knowledge and information. So, reading is one important skill that must be mastered to get the information and new knowledge.

In teaching learning process especially in teaching reading the teacher must mastery various techniques to make the students easier to understand information of the text. In SMP Muhammadiyah 10 Surakarta the teacher used various classroom techniques in teaching reading because the students have problem to comprehend the text. Their problem is they have limited vocabularies. So, the teacher must choose appropriate techniques to make the students understand the text easily.

The teacher must choose and use appropriate classroom technique to make the student comprehend the text more easily. Because reading text usually has long text, it is that make the student different to comprehend content of the text. So, the teacher must use classroom technique to help the student easier to understand the text. Classroom techniques to be important to make a research because as a writer have to know what is the best classroom techniques used to teaching of reading to make the students comprehend the text easily. Based on phenomenon above, the writer tries to examine about classroom technique used by the teacher to develop students' English reading skills.

Based on the explanation above, the writer is interested to describe classroom techniques used by the teacher to develop students' English reading skills at SMP Muhammadiyah 10 Surakarta. To show the originality of this research, the researcher shows some previous study related to classroom technique of teaching reading. There are Risharyani (2010) entitled Technique in Teaching Reading to the Second Year Student of SMA Muhammadiyah 1 Surakarta, Utami (2011) entitled A Study on the Techniques of Teaching Reading to the First Year Student of SMP Negeri 2 Colomadu, Gunawan (2012) entitled The Implementation of Teaching Reading by Using Comic to the Second Year Student of SMP Negeri 11 Surakarta in 2011/2012 Academic Year, Fitri (2013) entitled A Study on Teaching Techniques on Reading Skills by Teacher to Promote Students' Participation of the Eighth Grade Students at SMP N 2 Sawit in 2012/2013 Academic Year, dan Ahsan (2015) entitled Techniques in Teaching Reading to the Seventh Grade of SMP Negeri 2 Wonogiri.

This research focuses on classroom technique used by the teacher to develop students' English reading skills which the subject at SMP Muhammadiyah 10 Surakarta in 2015/2016 academic year. The theory related with this research includes types of classroom techniques, the purposes in using each technique, teachers' role, students' role, and instructional material. So, this study can expand the previous study and in other research field.

The researcher uses some theories related with the previous study in order to support the data of research. There are some theories to support her research such as Notion of Approach, Method and Technique, Notion of Reading, Micro and Macro Skills of Reading, Techniques of Teaching Reading, Teachers' Role, Students' Role, and Instructional Material.

2. **RESEARCH METHOD**

Type of this research is a Naturalistic study. According to Williams (1989: 66) "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluator).

The writer obtains the data from three sources, such as events, informants, and documents. Method of collecting data in this research are observation, interview, and documentation. Techniques for analyzing data in this research such as reduction the data, display the data, verification/conclusion. The subject of this study is the English teacher and students of SMP Muhammadiyah 10 Surakarta. The object of this research is the classroom techniques used by the teacher to develop students' English reading skills at *SMP* Muhammadiyah 10 Surakarta in 2015/2016 academic year.

3. FINDING AND DISCUSSION

The writer presents research findings, as follows: 1) Types of classroom techniques in teaching English, 2) The purposes of using each technique of teaching reading, 3) Teachers' role, 4) Students' role, and 5) Instructional material.

3.1 Types of Classroom Techniques in Teaching English

In teaching and learning process of teaching reading, the English teacher at *SMP* Muhammadiyah 10 Surakarta used some classroom techniques. Based on the observation, the writer found that English teacher seventh and eighth grade used several techniques in teaching reading, such as reading aloud, translating sentence, silent reading, skimming and scanning, and question and answer.

According to Wallace (1996: 54-56) there are two techniques for teaching reading namely silent reading, reading aloud. Fauziati (2010: 35) states that when language learners to develop their reading skills, two kinds of activity should be considered, namely: activities to improve their bottom-up (text-based processing skills) and activities to develop the top down (knowledge-based processing skills). (1) Classroom Techniques to Develop Text-Based Processing Skills: Recognizing Word Meanings, Recognizing Phrases, Recognizing Sentence Structure and Comprehension. (2)Classroom Techniques to Develop Knowledge-Based Processing Skill: Advance Organizers, Previewing, Skimming and Scanning, Prediction.

The writer concludes that the classroom technique used by the teachers at SMP Muhammadiyah 10 Surakarta is in line with Wallace and Fauziati theory.

3.2 The Purposes of Using Each Classroom Technique

There are five techniques that used in the teaching of reading *at SMP Muhammadiyah 10 Surakarta.* Each technique has its purpose, as follows:

a. Reading Aloud are to practice reading in order to make the student fluent in reading, and to improve pronunciation of students.

b. Translating Sentence is to help the students to know the meaning of sentences when they don't know the meaning before.

c. Silent Reading is to help students comprehend the text.

d. Skimming and scanning is to read the text quickly to find the general idea and to find the important information of text.

e. Question and Answer are to make the student more active in classroom, to know the students' ability to answer her question directly, to make the students more active because they will to answer the questions.

.The writer concludes that all of the purposes of each technique used by the teacher at SMP Muhammdiyah 10 Surakarta is suitable to improve students' reading skills.

Table 1
Purposes of each classroom techniques in Teaching Reading

No.	Classroom Techniques	Purposes
1.	Reading Aloud	a. To practice reading in order to make the student fluent in reading, and b. To improve pronunciation of students.
2.	Translating Sentence	To help the students to know the meaning of sentences when they don't know the meaning before.

3.	Silent Reading	To help students comprehend the text.
4.	Skimming and Scanning	To read the text quickly to find the general idea and to find the important information of text.
5.	Question and Answer	a. To make the student more active in classroom. b. To know the students' ability to answer her question directly c. To make the students more active because they will to answer the questions.

3.3 Teachers' Role

The roles of teacher in teaching of reading at *SMP Muhammadiyah 10 Surakarta* such as the teacher as controller, as manager, as facilitator, as explainer, and as motivator.

Richard and Lokhart (1994: 105) states that teacher may select such roles for themselves as: Planner, Manager, Inquiry controller, Group organizer, Facilitator, Motivator, and Empowered.

The writer concludes that the teachers' role in teaching reading at SMP Muhammadiyah 10 Surakarta is correspond with Richard and Lokhart theory.

3.4 Students' Role

The roles of students in teaching reading at SMP Muhammadiyah 10 Surakarta as folllows: the student as subject learning, as object learning, as monitor and evaluator of his own learning progress.

According to Johnson and Paulston (1976) in Richard and Rogers (1985: 22) learners were seen as stimulus-responsive mechanism whose learning. Student's role according to Richard there are 4 aspects, there are: a) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, b) The learner is monitor and evaluator of his or her own progress, c) The learner is a member of a group and learns by interacting with others, d) The learner is a tutor of others learners, e) The learners learns from the teacher, from the other students and other teaching sources.

The writer concludes that the teachers' role used by the teachers at *SMP Muhammadiyah 10 Surakarta* is in line with Richard and Rogers theory.

3.5 Instructional Material.

There are materials used by English teacher is printed material. The materials used by English teacher in the teaching of reading. The materials used by English teacher in the teaching of reading such as book, textbook, dictionary. The teacher used book for seven grade. The book is "Practise Your English Competence" Kurikulum KTSP written by Nur Zaidas. And the teacher also used text book seventh grade that is (Bahasa Inggris Master kelas VII semester 2) written by Sigit Yulianto and Dyah Damayanti and for eighth grade that is (Bahasa Inggris Master kelas VIII semester 2) written by Sigit Yulianto and Ika Sri Hastuti. Sometimes the teacher also use another sources from internet as supplementary material. Another source from the internet are called non-printed source.

According to Richard (2001: 208) there are some forms of material:

a. Printed materials such as books, workbooks, worksheets or readers.
b. Non-print materials such as cassette or audio materials, video or computer-based materials.
c. Materials that comprise both print and non-print sources such as self-access materials and materials on the internet.

The writer concludes that materials used at *SMP Muhammadiyah 10 Surakarta* are correspond with Richard theory.

The writer also observe instructional materilas used in English class at *SMP Muhammadiyah 10 Surakarta*. Roles of instructional materials such as: as a resource for presentation materials (spoken or written), as a reference source for learners on grammar, vocabulary, pronunciation, and so on, and as a resource of stimulation and ideas for classroom activities.

Cunningworth (1995:7) stated that the role of instructional material in language teaching namely: (1) A resource for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus (where they are reflected) learning objectives that have already been determined and (6) A support for less experienced teachers who have to gain in confidence.

The writer concludes that materials used at *SMP Muhammadiyah 10 Surakarta* are in line with Cunningworth theory.

Table 2

Table of the relation between types of classroom techniques, the purposes of classroom technique, teachers' role, students' role, instructional material.

No.	Classroom Techniques	Purposes	Teachers' role	Students' role	Material
1.	Reading aloud	a.To practice reading in order to make the student fluent in reading, and b. To improve pronunciation of students.	Teacher as: Facilitator, Explainer.	Student as: Object learning, Subject learning.	English book.
2.	Translating Sentence	To help the students to know the meaning of sentences when they don't know the meaning before.	Teacher as: Facilitator, Manager, Explainer, Controller.	Student as: Subject learning, Object learning, Monitor and evaluator of his own learning progress.	Textbook, dictionary.
3.	Silent Reading	To help students comprehend the text.	Teacher as: Facilitator, Explainer, Controller.	Student as: Object learning, Subject learning.	Textbook.
4.	Skimming and Scanning	To read the text quickly to find the general idea and to find the important information of text.	Teacher as: Facilitator, Explainer.	Student as: Object learning, Subject learning.	Textbook.
5.	Question and Answer	a. To make the student more active in classroom. b. To know the students' ability to answer her question directly c. To make the students more active because they will to answer the questions.	Teacher as: Facilitator, Explainer, Manager, Controller.	Student as: Subject learning, Object learning, Monitor and evaluator of his own learning progress.	Worksheet.

4. **CONCLUSION**

   Teaching learning process at *SMP Muhammadiyah 10 Surakarta* just focus in one skill. It is used to make the students understand the materials easily. It will facilitate the teacher if the teacher will take mark from each skill.

   Based on the explanation above, the writer draws the conclusion that English teacher at *SMP Muhammadiyah 10 Surakarta* used several classroom techniques which can develop students' English reading skills. Various classroom techniques can make the students more interested when teaching-learning process in teaching reading. Therefor, the students will not be bored and lazy in the class. The students also can be more active in the class. Based on the results, actually the classroom techniques used by the teacher in seventh and eighth grade have important role in the teaching-learning process of reading.

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