

**“CLASSROOM TECHNIQUES TO DEVELOP STUDENTS’ ENGLISH
READING SKILLS: A NATURALISTIC STUDY AT SMP
MUHAMMADIYAH 1 SURAKARTA”**



PUBLICATION ARTICLE

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APPROVAL

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MUHAMMADIYAH 1 SURAKARTA**

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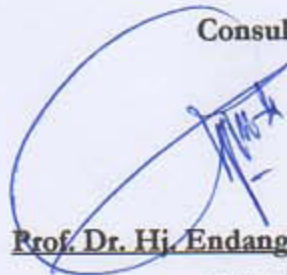
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CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
READING SKILLS: A NATURALISTIC STUDY AT SMP MUHAMMADIYAH
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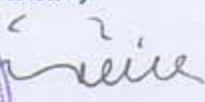
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PRONOUNCEMENT

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NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1
SURAKARTA**

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Surakarta, June 2016

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**CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
READING SKILLS: A NATURALISTIC STUDY
AT SMP MUHAMMDIYAH 1 SURAKARTA**

ABSTRACT

AYU ANDINA.A320120117. CLASSROOM TECHNIQUE TO DEVELOP STUDENTS' ENGLISH READING SKILLS: A NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1 SURAKARTA. Research Paper. School of Teaching Training and English and Education Muhammdiyah University of Surakarta 2016.

This study is aimed at describing (1) classroom technique used by the teacher to develop students' English reading skill (2) the purpose of each classroom technique (3) the teacher's role (4) the student's role. This type of the research is descriptive qualitative research, especially naturalistic study. The technique of collecting data are observation and interview. The result of this study shows that there are some classroom techniques used by the teacher to develop students' English reading skill, especially reading skill such as: reading aloud, recognizing word meanings, translation, answering questions, repetition, recognizing sentence structure, and silent reading. The teacher has roles as controller, as organizer, as prompter, as resource, as tutor, as observer, and as model. The students has roles as planner, as group, as tutor, as monitor and evaluator. The conclusion of this study is that the English teacher at SMP Muhammadiyah 1 Surakarta used various classroom techniques in the teaching-learning process. It can develop the students' English skill, especially in reading skill. By using various classroom techniques can make students interested and enjoy learning English language. Students become more active and creative in teaching reading skill. Based on the result, classroom technique used by the teacher is very important to make the students interested and enjoy with the teaching-learning process of English reading skill.

Key words: Classroom techniques, teacher's role, student's role.

**TEKNIK KELAS UNTUK MENGEKEMBANGKAN KEMAMUPUAN
MEMBACA BAHASA INGGRIS SISWA: PENELITIAN NATURALISTIK
DI SMP MUHAMMADIYAH 1 SURAKARTA**

ABSTRAK

AYU ANDINA.A320120117. TEKNIK KELAS UNTUK MENGEKEMBANGKAN KEMAMUPUAN MEMBACA BAHASA INGGRIS SISWA: PENELITIAN NATURALISTIK DI SMP MUHAMMADIYAH 1 SURAKARTA. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta. Juni, 2016.

Penelitian ini bertujuan untuk mendiskripsikan (1) teknik kelas yang digunakan oleh guru untuk mengembangkan kemampuan membaca bahasa Inggris siswa di SMP Muhammadiyah 1 Surakarta (2) tujuan setiap teknik kelas (3) peran siswa (4) peran guru. Jenis penelitian ini adalah penelitian deskriptif kualitatif terutama penelitian naturalistik dalam analisis data. Teknik pengumpulan data dalam penelitian ini adalah pengamatan dan wawancara. Hasil dari penelitian ini menunjukkan bahwa terdapat beberapa teknik kelas yang digunakan guru untuk mengembangkan kemampuan membaca bahasa Inggris siswa seperti: membaca nyaring, mengenali arti kata, terjemahan, menjawab pertanyaan, pengulangan, mengenali struktur kalimat, dan membaca dalam hati. Guru memiliki peran sebagai: guru sebagai pengontrol, guru sebagai organizer, guru sebagai motivator, guru sebagai sumber daya, guru sebagai tutor, guru sebagai pengamat, dan guru sebagai model. Siswa memiliki peran seperti: siswa sebagai perencana, siswa sebagai kelompok, siswa sebagai tutor, siswa sebagai monitor dan evaluator. Kesimpulan dari penelitian ini adalah bahwa guru Bahasa Inggris di SMP Muhammadiyah 1 Surakarta menggunakan bermacam-macam teknik dalam proses belajar mengajar yang dapat mengembangkan kemampuan membaca bahasa Inggris siswa. Dari berbagai macam teknik kelas dapat dalam proses belajar mengajar dapat mengembangkan bahasa Inggris siswa terutama pada kemampuan membaca. Dari berbagai macam teknik kelas dapat membuat siswa tertarik dan menikmati dalam belajar mengajar bahasa Inggris. Siswa menjadi lebih aktif dan kreatif dalam kemampuan belajar mengajar. Berdasarkan pada hasil, teknik kelas yang digunakan guru sangat penting untuk membuat siswa tertarik dan menikmati dalam proses belajar mengajar pada kemampuan membaca bahasa Inggris.

Kata kunci: teknik kelas, peran guru, peran siswa.

1. INTRODUCTION

English is the important language for communication that is spoken all over the world. We know that the main function of language is as a means of communication. Related to that statement we have to know that English can be divided into two types based on the process, active skills (speaking and writing) and passive skills (reading and listening).

The researcher presents some theories that support the data of research. In this part the researcher describes the notion of method, approach, and technique, the notion of writing skill, technique, teaching writing, teachers' role, students' role, and the role of instructional material.

In teaching classroom, the method and techniques are different. As Anthony in Fauziati (2014: 12) stated 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. An approach is axiomatic whereas a method is procedural". While, Technique is "implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well" (Anthony, 1963: 96).

From the researchers' observation in teaching reading the students in SMP Muhammadiyah 1 Surakarta have many problem in reading English. They don't understand what the meaning of each word, whereas to understand a reading text they must know the meaning or at least the purpose the text. But students sometimes too lazy to open the dictionary. Especially in reading aloud they still difficulty to express English text with the correct pronunciation, this is should repeat again and again to pronounce with the correct way. This research, especially dealing with classroom technique to develop students' English reading skill with naturalistic study.

The result of this study is different with the previous study above, because the result of this research is the English teachers at *SMP Muhammadiyah 1 Surakarta*

used various techniques to develop the students' reading skill. The classroom technique has each purpose in teaching-learning process. From the various classroom techniques make the students interested and enjoyed in teaching-learning English language. The students become more active and creative, especially in teaching reading skill. The various techniques to develop students' English reading skill such as: reading aloud, recognizing word meaning, translation, answering questions, repetition, recognizing sentence structure, and silent reading.

This research aims at describing (1) classroom technique used by the teacher to develop students' English reading skill at SMP Muhammadiyah 1 Surakarta (2) the purpose of each classroom technique (3) the teacher's role (4) the student's role.

2. RESEARCH METHOD

This research is descriptive qualitative, especially naturalistic study, which intended to describe classroom techniques by the teacher to develop students' English reading skill at SMP Muhammadiyah 1 Surakarta. The writer uses naturalistics study because the aim of this research is to determine actuality, social reality, and the human perception through their recognition, which might not be expressed through formal measurement projection or the questions research which has been prepared first. The researcher gets data from three sources such as event, informants, and document. The researcher uses two methods in collecting data, they are interview and observation. The researcher analyze the collecting data, the researcher takes some steps such as collecting the data, reduction the data, presentation the data, and takes conclusion drawing or verification the data. In SMP Muhammadiyah 1 Surakarta have three English teachers, the first teacher is Mrs. Asih Marselina S. Pd, the second teacher is Mr. Widodo S. Pd, and the third teacher is Mr. Zubaidi Arif S. Pd. The object of this research is focuses on the English teaching techniques are applied by English teachers to develop students reading skill at SMP Muhammadiyah 1 Surakarta.

3. FINDING AND DISCUSSION

This research focuses on the questions of problem statements, they are (1) Type of classroom techniques in teaching English speaking skill, (2) Purposes of each technique, (3) Teacher's roles, (4) Student's roles at SMP Muhammadiyah 1 Surakarta.

1. Types of Classroom Techniques in Teaching English vocabulary skill at SMP Muhammadiyah 1 Surakarta.

The writer found some technique which were applied by English teacher at SMP Muhammadiyah 1 Surakarta based on classroom activities. The writer presents her finding as follows: 1) Reading aloud, 2) Recognizing word meaning, 3) Translation, 4) Answering questions, 5) Repetition, 6) Recognizing sentence structure, and 7) Silent Reading.

1) Reading Aloud

Reading aloud also used to make the students practice how to read well. Through this technique the students know how to pronounce every word and know the way to put the correct intonation of their reading.

Reading aloud can help students to develop their vocabulary mastery, because from reading a text we can found some new words that never seen before so this technique can make students want to open the dictionary to find the meaning of the words. In teaching recount text the teacher used powerpoint as the media.

For example:

Teacher: Ok students, I will give you the copy of recount text and I will ask one of you to read in front of the class, Gilang please come forward!

Students: Yes mrs.

Our Trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Teacher: Stop, and I ask Rina to read the next paragraph.

(Observation on January, 18th 2016)

2) Recognizing Word Meanings

One of the best way to find what a word means is by using context clues. They are hints provided by the words and sentence surrounding the unfamiliar word. In order to make meaning clearer , good writers often provide such clues for the readers (Fauziati 2010: 36).

The teacher uses this technique to make the students easy to understand the pasage of the text. The media that used to applied this technique is by using the copies of question sheet.

For example:

Teacher: A cozy little restaurant with creamy sand-colored walls, deep-toned wood counters and furnishings and natural grey stone. The word “cozy” refer to?

- a. Enjoy*
- b. Pleasant*
- c. Unpleasant*
- d. Dirty*

Students: What is cozy mean mrs?

Teacher: Cozy mean menyenangkan, so you can find the similarity with word cozy.

Students: Yes mrs, it is refer to pleasant.

Teacher: That’s right.

(Observation on February, 8th 2016)

3) Translation

Translation is the technique to make the students know about the meaning what they read. This technique can develop students' reading skill who have limited vocabulary, because students will try to find the meaning of each word in the dictionary. The teacher only translates difficult words, phrases, or sentences.

For example:

Teacher: Ok, now we will learn about Advertisement. Do you know what is advertisement?

Students: Yes sir, advertisement is iklan.

*Teacher: Good, **Advertisement** is public*

announcement in the newspaper, radio, television, or internet. It offer such as a product for sale or an event or job vacancy. Please Risa, translate that explanation.

Student: Yes sir, but what is offer mean sir?

Teacher: Offer mean menawarkan

(Observation on February, 11th 2016)

4) Answering Questions

Answer the question is the way to make students focus with the material that give by the teacher, because students will be thinking that they can answer the question when they pay attention with what the teacher says.

In teaching reading at SMP Muhammadiyah 1 Surakarta question can be effective because they give students a purpose for reading.

For example:

Teacher: Please read carefully. (teacher give text and read aloud)

Shanty and Rima are in their class when time to break, Shanty inviting Rima to come to her hause to make their homework, and Rima accept Shanty's invitation. So please make the conversation about this text. I will give you 5 minutes.

Students: Ok, sir.

Teacher: Have you finish?

Students: Yes sir.

Teacher: Ok, I will ask Fina to read your work.

Student (Fina): "Shanty: Rima will you come to my house to make our homework?"

Rima: Sure, I'd like to come to your home.

Teacher: Very good Fina.

(Observation on March, 1th 2016)

5) Repetition

This is the device to repeat the same words or phrase a few times to make an idea clearer. The class is practicing the pronunciation with the teacher. It can contribute well to increase students reading skill, especially in pronunciation. This is actually the activity that learners enjoy.

From the repetition the students will know how to pronounce a word well and makes the students will understand the material easily. The teacher used powerpoint as the media to make the material easy to catch by the students.

For example:

Teacher: Repeat after me! Would you like to come

Students: Would you like to come

Teacher: Good, you have a good effort.

(Observation on March, 4th 2016)

6) Recognizing Sentence Structure

Students entering higher education have been acquainted with the types of sentences: simple, compound, and complex sentences. They are also familiar with the classification of the sentence into declarative, interrogative, and imperative sentence. However, in order to get meanings from the sentences they need to know how words and phrase are functionally arranged to carry the meanings in sentences (Fauziati 2010: 37).

The teacher should work hard to make the students really understand with the structure in the sentence that they read. The media to complement this technique is used card that fill with several formulas.

For example:

Teacher: Attention please, now we will learn about Personal Letter. Do you know personal letter?

Students: Yes sir, Personal letter is surat pribadi.

Teacher: Right, do you know what is the structure to make personal letter?

Students: S+VI sir.

Teacher: Good, you're smart students.

(Observation on March, 29th 2016)

7) Silent Reading

Reading silently improve students' understanding because it helps students to concentrate on what they are reading, rather than pronunciation or individual word. Silent reading can help students to develop reading skill with a purpose, as the focus is on understanding the content of text without pay attention with their pronunciation.

The teacher used silent reading technique to make the students focus with their own text and comprehend what they read. This technique effective to make students concentrate with their own text and they can understand the content of the text.

For example:

Teacher: Ok, students now we will learn about Narrative text, please open your book in page 37

Students: Done sir.

Teacher: Please read it silently, pay attention with the content of the text. I will give you 10 minutes to understand the text. And I will give you question.

Students: Yes sir.

(Observation on April, 8th 2016)

1) The purposes of Each Technique in Teaching English Reading Skill at SMP Muhammadiyah 1 Surakarta.

There are several purposes of each technique used by the teacher to develop students' English reading skill, such as:

- a. Reading aloud can help students to understand the correct pronunciation and make the students want to search the words that they don't know the meaning in the dictionary after they read the text aloud.
- b. Recognizing Word Meaning can make the students understand with every sentence and they want to find the words that they don't know the meaning with the help of dictionary.

- c. Translation can help students to know the meaning of the words or sentences that they don't know before.
- d. Answering Questions, teacher can ask the students easily to pay attention the material by the teacher, if the students understand with the material that gave by the teacher they will understand with the question, so they can answer correctly.
- e. Repetition can make students know more vocabulary in reading and pronounce every word correctly. If they can pronounce the words well students can increase their listening skill too.
- f. Recognizing Sentence Structure can teach students the structure of the sentence that they learn. It is hard to make students really understand the structure of the text that they read. The purpose of this technique is to increase students in understanding the structure of the text that they read.
- g. Silent Reading can make the student's concentration with their own text and understanding the content of what they read, it is can increase students vocabulary too, because if they found the word that they don't know the meaning they will search in the dictionary and write under the words.

2) Teachers' Roles in Teaching Learning Process Reading Skill

Based on the observation the writer found that there were many kinds of teachers' role in the teaching-learning process to develop students' reading skill at SMP Muhammadiyah 1 Surakartasuch as, teacher as controller, teacher as organiser, teacher as prompter, teacher as resource, teacher as tutor, teacher as observer and teacher as model.

a. Teacher as Controller

The teacher as controller means the teacher should control the student's activity, keep the condition of the students, and helps the students to focus study in the classroom. The teacher is in complete charge of the class.

In classroom activity, the teacher always has the roles to control the students' work and pay attention on the explanation given by the teacher. The teacher is mostly

the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise.

For example:

At the beginning the teacher give the instruction for the students to pay attention with the teacher's explanation, such as: "attention please", "silent please", "be quite", "don't be noisy", "tolong didengarkan jangan ramai sendiri", etc.

(Observation on March, 8th 2016)

b. Teacher as Organizer

Teacher as organizer means the teacher also can organize the activity in the classroom. The teacher should be good at organizing activity in the class so teaching-learning process will be more organized.

Giving instructions is vital in this role as well as setting up activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners.

For example:

The teacher give assignment to describing what the students know about recount text, then the students asking the teacher if they want to search in the internet, but the teacher refuse it and offer to make by their own knowledge.

(Observation on April, 12th 2016)

c. Teacher as Prompter

In this case, prompter as same as motivator. Teacher give the motivation for the students to keep spirit in the classroom activity, for example, at the last subject usually started bustling and not enthusiasm in learning, so the teacher have to give motivation for the students that the learning is important.

For example:

The teacher give motivation to the students about how to learn English language easily and fun. Also the teacher can tell a story about the teachers' experiences to study English and sharing to the students about inspiration story.

(Observation on April, 15th 2016)

d. Teacher as Resource

Teacher as resource means the teacher is resource the material of the students. However book is the main resource of the material, but teacher is the most important resource for the students to deliver the material.

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities.

For example:

Before the lesson begin, the teacher search the source of material in the internet, or book, or another sources, then teacher deliver the material from the source which discover by the teacher.

(Observation on April, 12th 2016)

e. Teacher as Tutor

After the teacher know what is the material, the teacher delivers the material for the students briefly. The teacher as a tutor, teacher also explains the purpose of the material.

The teacher acts as a coach when students are involved in project work of self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student.

For example:

The teacher give assignment for the students, and explain what is the assignment about.

(Observation on April, 15th 2016)

f. Teacher as Observer

As an observer, the teacher wants to know the students' understanding with the material. The teacher can observe the students by asking a question, giving individual task, then teacher observe student's responses.

One of teacher's most important skills, as an observer, is underrated. Yet without honing this skill, he can never truly understand students and meet their individual and group needs.

For example:

When the teacher done explaining the material, to make the teacher know how far the students understand the material, teacher usually give the spot question for the students, if the students can answer the question it means that the students pay attention with the teacher explanation.

(Observation on April, 15th 2016)

g. Teacher as Model

Teacher as model means the teacher will be imitated by the students. The teacher becomes a model for the students. The teacher do something like reading aloud, repetition that will be imitated by the students to know how to read a word well.

For example:

Teacher: Repeat after me! Write down

Students: Write down (writ don)

Teacher: Bukan writ don, tapi rait daon

Write down

Student: write down (rait daon)

Teacher: Good.

(Observation on April, 18th 2016)

3) Students' Role in Teaching Learning Process Reading Skill

Besides the teachers' role, the students also have their own role in the classroom. Teaching learning process will be more effective, attractive, and conducive if the activities are centered on the students' needs and interest especially process in English class. In teaching-learning process at SMP Muhammdiyah 1 Surakartathe writer found some students' role will be describe, such as student as planner, student as group, student as tutor, and student as monitor and evaluator.

a. Student as Planner

Student as planner means the students should make a planning of their learning program and they have responsibility for what they do in the classroom. They can build a critical thinking about the material that explained by the teacher.

In this case, students as center planner in the classroom activities to plan the strategy in discussing the material. But the teacher just as the facilitator in the classroom, it means that although the position of students as the center planner, but teacher also remains control the students in the classroom activity.

For example:

The teacher give issue in the classroom activities, and devide into several group to discuss from the different side, like, the students give the negative and possitive opinion. In this case, the students demand to slove their own problem with their friend.

(Observation on April, 16th 2016)

b. Student as a Learner in Group

Students as group mean that the students can share their ideas or knowledge with other students and the teacher. The students can ask and then discuss with other if they find the difficulties the material. The students can easily explain the ideas or transferring another ideas or opinion in their group.

For example:

The teacher devide class into several group and give the assignment after teachers' explanation, then the students discuss with their group to make the assignment by the opinion of all member in their group and compare it into an idea.

(Observation on April, 18th 2016)

c. Student as Tutor

Student as tutor means the students facilitate the teacher to learn with others so that the students can share their knowledge with others. The students who already understand with the material that has been taught to teach his friend who cannot or have not understood about the material.

For example:

Students explaining the material for their friend if his/her friend donnot know the explanation by the teacher.

(Observation on April, 18th 2016)

d. Student as Monitor and Evaluator

It means the students are monitor and evaluator of his own learning program. They can monitor and evaluate their learning program by themselves. The students can monitor their learning progress from the result of their task, by the seeing the result can see how far they understand the material.

For example:

The teacher ask the students to answer the question orally then the teacher choose one all of them, but the student's answer is still incorrect, so the students can evaluate their learning style.

(Observation on April, 18th 2016)

4. CONCLUSION

The researcher draws the conclusion that first of the classroom techniques used by the teacher to develop the students' English reading skill at *SMP Muhammdiyah 1 Surakarta*. The types of classroom techniques used by the teacher to develop the students' English reading skill at *SMP Muhammdiyah 1 Surakarta* are reading aloud, recognizing word meaning, translation, answering questions, repetition, recognizing sentence structure, and silent reading.

Based on the observation and interview, the writer draws the conclusion that the English teachers in *SMP Muhammdiyah 1 Surakarta* used various techniques to develop the students' reading skill. The classroom technique has each purpose in teaching-learning process. By using various classroom techniques can make the students interested and enjoyed in teaching-learning English language. The students become more active and creative, especially in teaching reading skill. Based on the result, classroom technique used by the teacher is very important to make the students interested and enjoyed in the teaching - learning process of English reading skill.