

**CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP  
STUDENTS' ENGLISH VOCABULARY SKILL AT SMP BATIK  
SURAKARTA IN 2015/2016 ACADEMIC YEAR:  
A NATURALISTIC STUDY**



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in English Departement

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**DEPARTMENT OF ENGLISH AND EDUCATION  
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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**APPROVAL**

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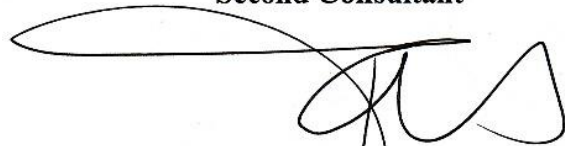
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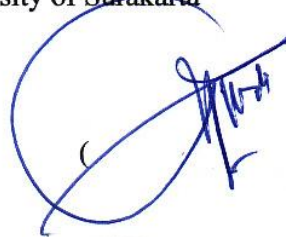


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Surakarta, April 26, 2016

The researcher



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## ABSTRACT

**KHUSNUL KHOTIMAH. A320120224. CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH VOCABULARY SKILL AT SMP BATIK SURAKARTA IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY.** Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2016.

*This study is aimed at describe (1) classroom technique used by the teacher in teaching English at SMP Batik Surakarta (2) the purposes each classroom technique (3) the students' role (4) the teachers' role (5) the role instructional material. This type of the research is descriptive qualitative research especially naturalistic study in analyzing data. The method of collecting data in this study are observation, interview, documentation. The results of this study shows that there are some classroom techniques used by the teacher to develop students' English skill especially vocabulary skill such as: a word search puzzle, translation, reading aloud, memorization, and repetition. The teacher has roles as controller, teacher as organizer, teacher as prompter, teacher as resource, teacher as tutor, teacher as observer and teacher as model. The student has roles as planner, student as group, student as tutor, student as monitor and evaluator. There are some materials used by the English teachers such as English textbook, workbook, and dictionary. The conclusion of this research is that the English teacher at SMP Batik Surakarta used various classroom technique in teaching-learning process can developing the students' English skill especially vocabulary skill. From the various classroom techniques make the students interested and enjoyed in teaching-learning English language. The student becomes more active and creative especially in teaching vocabulary skill. Based on the result, classroom technique used by the teacher is very important to make the students interested and enjoyed in teaching-learning process of English vocabulary skill.*

*Key words: Classroom techniques, teachers' roles, students' roles, instructional material.*

## ABSTRAK

**KHUSNUL KHOTIMAH. A320120224. TEKNIK YANG DIGUNAKAN OLEH GURU UNTUK MENGEMBANGKAN KEMAMPUAN KOSAKATA SISWA DI SMP BATIK SURAKARTA TAHUN AJARAN 2015/2016: NATURALISTIK STUDI.** Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Surakarta. April, 2016.

*Penelitian ini bertujuan untuk mengamati prosese pembelajaran bahasa Inggris di SMP Batik Surakarta. Penelitian ini mendeskripsikan tipe-tipe teknik yang digunakan oleh guru untuk mengembangkan kemampuan kosakata siswa di SMP Batik Surakarta, tujuan dari setiap teknik, peran guru, peran siswa, dan materi pendukung. Jenis penelitian ini adalah deskriptif kualitatif khususnya Naturalistik Studi dalam menganalisis data. Metode pengumpulan data penelitian adalah mengamati, wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan beberapa teknik yang digunakan oleh guru untuk mengembangkan ketrampilan berbahasa Inggris khususnya kosakata seperti: mencari kata dalam teka-teki, menterjemah, membaca keras, penghafalan, pengulangan. Peran guru dalam kelas adalah sebagai pengontrol, guru sebagai organisator, guru sebagai motivator, guru sebagai sumber, guru sebagai pembimbing, guru sebagai pengamat, dan guru sebagai model. Peran siswa dalam proses pembelajaran siswa sebagai perencana, siswa sebagai anggota, siswa sebagai pembimbing, dan sebagai sebagai pengamat dan penilai. Dan ada beberapa materi pendukung yang digunakan oleh guru seperti buku pelajaran bahasa Inggris, buku catatan, dan kamus. Kesimpulan dari penelitian ini adalah guru bahasa Inggris di SMP Batik Surakarta menggunakan beragam teknik dalam proses pembelajaran dapat mengembangkan ketrampilan berbahasa Inggris siswa khususnya ketrampilan kosakata. Dari beragam teknuik yang digunakan membuat siswa tertarik dan nyaman dalm proses pembelajaran bahasa Inggris. Siswa menjadi lebih aktif dan kreatif khususnya dalam pembelajaran ketrampilan kosakata. Berdasarkan dari hasil, teknik yang digukn oleh guru sangat penting untuk membuat siswa tertarik dan menikmati proses pembelajaran kosakata bahasa Inggris.*

*Kata kunci: Teknik, peran guru, peran siswa, materi pendukung.*

## 1. INTRODUCTION

In *SMP Batik Surakarta* the teachers used the 2006 curriculum in teaching learning process. The teacher is the central of learning but the teachers also engage the students to participate in teaching learning process. The teacher has a responsibility to give the students

teaching teaching that make easily to transferring their knowledge to the students. In one meeting, the teacher not only focused on one aspect skill but the teacher cover all of skills in teaching-learning process.

In *SMP Batik Surakarta* vocabulary is an important aspect in teaching English to support the other skills of English language learning, without the vocabulary the students will not be able to learn the material. The students of *SMP Batik Surakarta* less interested to learn English subject because they think English subject is very difficult especially the students less vocabulary mastery and the students feel difficult to memorize the meaning of new word and they had bad pronounciations.

To make the students interested and enjoyed the learning English especially vocabulary the teacher should use a variety of ways to develop the teaching and learning process of the students' English language skills. In teaching-learning process of English, the teachers use a variety of classroom techniques to attract the attention of students in learning English especially vocabulary skill. Based on that phenomenon, the writer interested to observe the classroom technique used by the English teachers to develop students' vocabulary skill. The writer wants to learn various techniques to teach the vocabulary skill to teenagers.

Approach is a theory of language and language Learning. Method is a procedure or overall plan of presentation usually used by the teacher to get their aims in the teaching learning process.

According to Anthony (1965: 94) in Fauziati (2014: 11) approach is "A set of correclative assumption 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. It state a point of view, a philosophy or an article of faith, that is, something which one believes but cannot necessarily prove. An approach is often unarguable, except interms of the effectiveness of the methods which grow out of it. 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." (Anthony (1963: 95)). According Anthony (1963: 96) also defines implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immeadiate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.

Classroom technique has the important in teaching learning process without classroom technique the students can feel boring to study. The teacher should explore their knowledge about various techniques in teaching especially in teaching vocabulary skill which appropriate the students' characteristic and learning style. Technique is something that actually takes place in language teaching or learning in the classroom.

Correspond the description above on approach, method, and technique. Celce-Murcia (2004: 9) 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 very specific type of learning activity used in one or more methods (e.g. using colored rods of varying lenght to facilitate language practice in silent way). An approach is the natural characteristic that used in teaching and learning process, that a method is the way that used in approach, that a technique is a classroom activities that teacher uses in teaching and learning process.

This research focuses on the classroom techniques used by the teacher to develop students' vocabulary skill at *SMP Batik Surakarta* and the components of this research are types

of classroom techniques, the purposes of each classroom techniques, teachers' role, students' role and instructional material. The writer uses several theories to support the research. There are several theories her research namely Notion of Approach, Method and Technique, Component of Vocabulary consist of Notion of Vocabulary and Knowing a Word, Teachers' Role, Students' Role, and Instructional Material.

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According Anthony (1963: 96) in Fauziati (2014: 13) "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".

This focused on teaching vocabulary skill, there are several techniques in teaching vocabulary. Fauziati (2010: 66) present several sample activities to promote vocabulary learning and to support language skill development, namely: semantic networks, memorization, guessing from context, the word wall approach and collocation.

Harmer (2007) states that, some of the most common teachers' roles are the following: Controller, Prompter, Resource, Assessor, Organizer, Participant, and Tutor.

Johnson and Paulston (in Richards 1985: 23) describe the learner's roles in individualized approach to language learning are as follows:

1. The learner is planner of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom.
2. The learner is a member of a group and learns by interacting with others.
3. The learner is a tutor of other learners.
4. The learner learns from the teacher, from other students, and from other teaching sources.

Cunningsworth (1995: 7) state that the role of instructional material in language teaching namely: (a) A resource for presentation materials (spoken and written). (b) A source of activities for learner practice and communicative interaction. (c) A reference source for learners on grammar, vocabulary, pronunciation and so on, materials as the source for the teacher. (d) A source of stimulation and ideas for classroom activities. (e) A syllabus (where they are reflected) learning objective that have already been determined. (f) A support for less experienced teachers who have yet to gain in confidence.

Based on the review above, the writer wants to describe the classroom techniques used by the teacher to develop students' English vocabulary skill. To show the originality of this research, the writer takes some previous study related to teaching English vocabulary skill. There are Nugroho's (2015), Wulan (2015), Khalimah (2015), Wahyuni (2015), Sari (2013).

In Nugroho study, he shows the results of his research (1) the objective of teaching English is to develop the language skills and communicate written and orally dealing with the development of science and technology in the globalization era, and the objective of the teaching vocabulary is to help the students achieve vocabulary in the material according to the themes, (2) the material given to the students is in the form of text, (3) the teacher uses



“lecturing and observing” technique in teaching vocabulary, (4) the procedure of teaching vocabulary is discuss, show, explain, restate, refine and reflect.

In Wulan study, there some results of her study, such as the teaching-learning process consist of indoor activities and outdoor activities involving the stage of learning, namely engaging, studying, activating, and closing, the students enjoy doing activities and they are interested in joining the teaching-learning process, the students are encouraged and motivated to learn more, and the students also have learning experience through indoor activities and outdoor activities.

In Khalimah research, she shows some results of her study, such as (1) the objective of teaching English vocabulary is to improve the students’ vocabulary mastery. The textbook used is handout from the teacher. There are activities in teaching learning process, such as: opening, learning activities, and closing (2) most of the students gave positive reponses. Most of them enjoyed the teaching-learning process. They were very interested in the process of learning in every meeting. (3) Using Number Concept Vocabulary Card, the students can easily memorize the number, because they can study with the real object.

In Wahyuni study she show thhe result of her research is the learning takes place in tutored environment and untutored environment. They use may the strategies. The strategies in tutored environment are using power point and picture. While in untutored environment are using memorizing, pictures, watching cartoon film, and song lyrics. By using those strategies, they are successful learner.

In Sari study, she mentioned the results of her study, such as the technique of teaching-learning vocabulary consisting of memory and storage systems and contextual guesswork has a good result for development students’ vocabulary. The process of teaching-learning vocabulary consist of opening the class, explanation, consultation, practice, presentation, evaluation, and closing. The problem faced by the teacher in teaching vocabulary at the first grade students is the classroom management, different motivation of the students, and different ability of each student in acquiring vocabulary. The problem solving applied by teacher in teaching vocabulary is by using group work to manage the number of the students that is overload, arranging the position of the student’s seats in the class, giving advices, motivation, and using interesting media like picture and game to attract the student’s attention in English teaching-learning process.

This research focused on the classroom techniques used by the teacher to develop students’ vocabulary skill at SMP Batik Surakarta. The reason is there has not been conducted a research related to the classroom technique used by the teacher of *SMP Batik Surakarta* especially in vocabulary skill.

## **2. RESEARCH METHOD**

This research is descriptive qualitative especially naturalistic study to describe classroom techniques by the teacher to develop students’ English vocabulary skill at *SMP Batik Surakarta*. The writer get data from three sources such as event, informants, and document. The writer uses three method in collecting data, they are observation, documentation, and interview. To analyze the collected data, the writer takes some steps such as reducing the data, display the data, and verifying the data. Subject of this research is all of seventh grade of *SMP Batik Surakarta*. The seventh grade consist of seventh classes, and three English teachers. The first teachers Mrs. Endah Suciati, the second teachers Mrs. Umu Hani’ah, the third teachers Mr. Nur Widhi Iskandar. The object of this research is focussed on classroom techniques used by the teacher to develop students vocabulary skill at *SMP Batik Surakarta* in 2015/2016 academic year.



### 3. FINDING DISCUSSION

This research focuses on the questions of problem statements, they are: (1) Type of classroom techniques in teaching English vocabulary , (2) Purposes of each technique, (3) Teacher's roles, (4) Student's roles, (5) Instructional material used in teaching learning process at *SMP Batik Surakarta*.

#### 1) Types of Classroom Techniques in Teaching English vocabulary skill at *SMP Batik Surakarta*.

There are several techniques used by the English teachers to develop vocabulary skill, such as: A word search puzzle, Reading aloud, Translation, Memorization, and Repetition.

- a) A word search puzzle is a technique that attract to the students with the materials given by the teacher. A word search puzzle techniques is used to make the students interested with the material. The objective of this puzzle is to find the words and mark all hidden in the box. And this techniques is used by the teacher to teach the students carefullnes to find the words.
- b) Reading aloud can help the students in the development of their vocabulary mastery, because from reading a text we can find some new words never heard before so the students will straight forward open the dictionary to find the meaning of a word.
- c) Translation technique to help students understand the meaning of a words or a sentences. When the teacher translated the meaning of a word, a phrase, or a sentence, the students often feel difficult to understand the sentence with the new vocabulary.
- d) Memori is very important in the development of a second language. In teaching vocabulary teacher need more generous treatment for memorization. The teacher asked the students to memorize the new vocabulary in 30 minutes then the students must checked to the teacher what they memorize in front of the class.
- e) Repetition technique is a technique that used by the teacher. The teacher repeated the word until the students could pronounce them well. From the repetition the students how to pronounce a word well and made the students understand the material very fast.

Table of classroom technique of teaching vocabulary skill.

No	Classroom Techniques
1	A word search puzzle
2	Reading aloud
3	Translation
4	Memorization
5	Repetition

#### 2) The Purposes of Each Technique in Teaching English vocabulary skill at *SMP Batik Surakarta*.

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

- a. A word search puzzle is one of the techniques that attract students to the materials given by the teacher. A word search puzzle techniques is used to make the students interesting with the material. The objective of this puzzle is to find the words and mark all that hidden in the box.
- b. Reading aloud technique to train the students to know how to read well, how to put right intonation and the students know how to pronounce a word well.

- c. Translation technique can help the students to understand the meaning of the words or sentences that they have not understood before and this techniques can develop students vocabulary mastery.
- d. Memorization technique to make the students easy in developing their vocabulary mastery.
- e. Repetition to make the students understand how to pronounce a word well and to understand meaning and message if we can pronounce some a word well we can improve our listening skill.

Table of purposes of each classroom technique.

No	Classroom Techniques	Purposes
1	A word search puzzle	To make the students interesting with the material in English teaching learning.
2	Reading aloud	a. To practice the students how to put right intonation. b. To know how to pronounce a words well. c. To develop the students' vocabulary mastery.
3	Translation	To help the students to understanding the meaning of the words or sentences that they have not understood before.
4	Memorization	To make the students in the development vocabulary more easy.
5	Repetition	To make the students understand how to pronounce a word well and to understand meaning and message.

3) Teachers Role in teaching learning process vocabulary skill.

According to Harmer (1983: 57) "teachers' role may change from one activity to another, or from one stage of an activity or another. All roles, aim to facilitate the students' progress in some way or other." Based on this statement, the teacher is tools to facilitate the students in the classroom. In her observation, the writer found some teachers' role in each teaching technique. There are several teachers' role that the writer found in her observation. (1) teacher as controller, (2) teacher as organiser, (3) teacher as prompter, (4) teacher as resource, (5) teacher as tutor, (6) teacher as observer and (7) teacher as model. This finding is relevance with Harmer theory.

Table of teachers role at *SMP Batik Surakarta*.

No	Teachers' Role
1.	Teacher as Controller
2.	Teacher as Prompter
3.	Teacher as Assessor
4.	Teacher as Organizer
5.	Teacher as Observer
6.	Teacher as Model

4) Students' role in teaching learning process vocabulary skill at *SMP Batik Surakarta*.

Johnson and Paulston (in Richards 1985: 23) describe the learner's roles in individualized approach to language learning are as follows:

- a. The learner is planner of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom.
- b. The learner is a member of a group and learns by interacting with others.
- c. The learner is a tutor of other learners.

- d. The learner learns from the teacher, from other students, and from other teaching sources.

There are many kinds of students' role in teaching learning process vocabulary skill, such as:

- a. Student as planner means the students should make a planning of their learning program and they having responsibility for what they do in the classroom. They can build a critical thinking about the material that explained by the teacher.
- b. Students as group means that the students a member of group and learns by interacting and sharing their ideas or knowledge with other. The students can learn together to solve problem in learning, and they can ask and then discuss with other if they find the difficulties the material.
- c. Student as tutor means the students facilitate the teacher to learn with others so that the students can share their knowledge with others. The student who already understood with the material that has been taught to teach his friend who cannot or have not understood about the material.
- d. The students as monitor and evaluator of his own learning program means 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. From the result they know how to evaluate the learning style is success or not if the result is bed they can change their own learning style. So the students have their own responsibility with their progress in teaching learning process especially English class.

Table of students' role in teaching learning process.

No	Students Role
1	Students as Planner
2	Students as Group
3	Students as Tutor
4	Students as Monitor and Evaluator

- 5) Instructional Material used by the teacher at *SMP Batik Surakarta*.

Cunningsworth (1995: 7) state that the role of instructional material in language teaching namely: (a) A resource for presentation materials (spoken and written). (b) A source of activities for learner practice and communicative interaction. (c) A reference source for learners on grammar, vocabulary, pronunciation and so on, materials as the source for the teacher. (d) A source of stimulation and ideas for classroom activities. (e) A syllabus (where they are reflected) learning objective that have already been determined. (f) A support for less experienced teachers who have yet to gain in confidence.

The materials used by the English teachers at *SMP Batik Surakarta* are such as textbook (English in Focus written by Artono Wardiman for seven grade) workbook (BSE), dictionary. These material printed materials. Sometimes, the teacher takes the material from internet. The material taken by the teacher from internet are non-printed materials.

Table of instructional Material.

No	Instructional Material
1.	Textbook (English in Focus written by Artono Wardiman for seven grade) workbook (BSE), dictionary.
2.	Supplementary from the internet.

Table of the relation among types of classroom techniques, purposes of classroom techniques, teachers' roles, students' roles, and instructional material.

No	Classroom Techniques	Purposes	Teachers' Role	Students' Role	Material
1	A word search puzzle	To make the students interesting with the material in English teaching learning.	Teacher as: - Controller - Organizer - Resource - Tutor - Observer	Students as: - A group - A planner - A tutor for another learner - Monitor and evaluate their own progress learning	Students' work and textbook
2	Reading aloud	a. To practice the students how to put right intonation. b. To know how to pronounce a words well. c. To develop the students' vocabulary mastery.	Teacher as: - Model - Controller - Resource - Tutor - Observer	Students as: - A planner - A tutor for another learner - Monitor and evaluate their own progress learning	Textbook and material from internet
3	Translation	To helps the students to understanding the meaning of the words or sentences that they have not understood before.	Teacher as: - Controller - Resource - Tutor - Observer - Organizer	Students as: - A planner - A tutor for another learner - Monitor and evaluate their own progress learning	Students' work and textbook
4	Memorization	To make the students in the development vocabulary more easy.	Teacher as: - Model - Controller - Organizer - Resource - Observer	Students as: - A group - A planner - A tutor for another learner - Monitor and evaluate their own progress learning	Textbook
5	Repetition	To make the students understand how to pronounce a word well and to understand meaning and message.	Teacher as: - Model - Controller - Organizer - Resource - Observer	Students as: - A group - A planner - A tutor for another learner - Monitor and evaluate their own progress learning	Textbook

#### 4. CONCLUSION

The writer draws conclusion that the English teachers at *SMP Batik Surakarta* used various techniques to develop the students vocabulary skill. The classroom technique has each purposes in teaching-learning process. From the various classroom techniques make the students interested and enjoyed in teaching-learning English language. The student becomes more active and creative especially in teaching vocabulary skill. Based on the result, classroom technique used by the teacher is very important to make the students interested and enjoyed in teaching-learning process of English vocabulary skill.

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