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

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

By
KHUSNUL KHOTIMAH
A320120224

SCHOOL OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH UNIVERSITY OF SURAKARTA 2016
APPROVAL

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

By
KHUSNUL KHOSTIMAH
A320120224

Approved to be Examined by Consultant

First Consultant
(Prof. Dr. Endang Fauziati, M. Hum)
NIK. 274

Second Consultant
(Siti Fatimah, S. Pd., M. Hum)
NIK. 850
ACCEPTANCE

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

By
KHUSNUL KHOTIMAH
A320120224

Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Team of Examiner:
1. Prof. Dr. Endang Fauziati, M. Hum
   (First Examiner)

2. Siti Fatimah, S. Pd., M.Hum
   (Second Examiner)

3. Dr. Dwi Haryanti, M. Hum
   (Third Examiner)

Surakarta, April 2016
Muhammadiyah University
School of Teacher Training and Education

Prof. Dr. Harun Joko Pravitno, M. Hum.
Dean,
PRONOUNCEMENT

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain 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 be fully responsible.

Surakarta, April 26, 2016

The researcher

husnul Khotimah
A320120224
MOTTO

Everything that is really great and inspiring is created by the individual who can labor in freedom.

(Albert Einstein)

Nothing is impossible, the world itself says ‘I’m Possible’!

(Audrey Hepburn)
DEDICATION
From the deepest heart, the writer would like to dedicate this research paper to:
Allah SWT for the great blessing,
My beloved parents (Bapak Ihsanul Chamdi and Ibu Kustantijah),
My brothers (Syafiful Anwar and Syarifudin),
All my lecturers,
All my teachers,
All my friends.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb.

Alkhamdulillahi robbil’alamin. All praises belong to Allah SWT to his blessing and mercies given to the researcher, she can complete her research paper entitled CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS’ ENGLISH VOCABULARY SKILL AT SMP BATIK SURAKARTA IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY. In conducting this research, the researcher got some help from many people. On this best occasion, the researcher would like to express her deepest gratitude and appreciation to the following people:

1. Prof. Dr. Harun Joko Prayitno, M. Hum., Dean of Scholl of Teacher Training and Education Muhammadiyah University of Surakarta,
2. Mauly Halwati Hikmat, Ph. D, Head of English Department Muhammadiyah University,
3. Prof. Dr. Endang Fauziati, M. Hum., the first consultant who has patiently guided the researcher in arranging this work, provided time for consultant, and gave the researcher nice suggestion,
4. Siti Fatimah, A M.Hum, the second consultant who has been willing to guide, correct, and encourage her from the beginning of writing until the end of it,
5. Titis Setyabudi, SS. M.A., as the academic consultant who has given the researcher guidance as long as she studied in Muhammadiyah University,
6. All lecturers of English Department, for being good educators, guide, and mentor,
7. Mrs. Endah Suciati, Mrs. Umu Hani’ah, Mr. Nur Widhi Iskandar as English teachers at SMP Batik Surakarta who always guide her.
8. Mr. Danang Sulistyanto, S.Pd. as headmaster of SMP Batik Surakarta, “thanks to give me opportunity to observation in there.”
9. The teachers of SMP Batik Surakarta, thanks for helping.
10. Her best gratitude for her beloved parents (Bapak Ihsanul Chamdi and Ibu Kustantijah), thanks for ever over love, prayers, support (moral and material), motivation, and everything during her life,
11. Her beloved brothers, who have given love, care, prayers, and support. “Thanks for everything,”
12. Her big family, who have given care, prayers, and support. “Thank you,”
13. Her beloved friends in DEE especially class E, “thank you for your love, spirit, motivation, suggestion, and joke.”

14. Her best friend, Renny Mirza, Umi Nur Kurniliawati, Nurul Hikmah, Dewi Setyowati, and Fitriasari. “Thank a lot for our solidarity, spirit, assemble, togetherness, and all of you regard as my sisters ever.”

15. Her future soulmate, Dian Dwi Saputro. “Thank a lot of your prayer, spirit, togetherness, motivation, support, and love. Thanks for everything.”

16. Those who cannot be mentioned one by one toward their support to the researcher completing this research,

The researcher considers that this research paper is far from being perfect. Therefore, suggestion and criticisms are welcome and acceptance. She hopes that this research paper would be valuable for readers.

_Wassalamu’alaikum Wr. Wb._

Surakarta, April 2016

The researcher

_Khusnul Khotimah_

A320120224
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>ix</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>iii</td>
</tr>
<tr>
<td>TESTIMONIAL</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION ................................................. 1

A. Background of the Study .............................................. 1
B. Problem Statement ...................................................... 4
C. Limitation of the Study ............................................... 4
D. Objectives of the Study ................................................ 5
E. Benefits of the Study ................................................... 5
F. Research Paper Organization ......................................... 6

## CHAPTER II: REVIEW OF RELATED LITERATURE ....................... 7

A. Theoretical Review ..................................................... 7
   1. Notion of Approach, Method and Technique ......................... 7
   2. Vocabulary ............................................................... 8
   3. Technique of teaching vocabulary ................................... 11
   4. Teachers’ Role ............................................................. 14
   5. Students’ Role ............................................................. 17
   6. Role of Instructional Material ....................................... 18
B. Previous Study ............................................................ 20

## CHAPTER III: RESEARCH METHOD ...................................... 29

A. Type of Research ........................................................ 29
B. Site of the Study ......................................................... 30
C. Subject and Object of the Study ....................................... 31
D. Data and Data Source .................................................... 31
E. Method Collecting of Data .............................................. 32
F. Techniques for Analyzing Data ........................................ 33
G. Technique of Checking the Data Credibility ........................................34

CHAPTER IV : RESEARCH FINDING AND DISCUSSION ................................35

A. Research Finding .................................................................................35

1. Techniques Used by the Teacher to Develop Students
   Vocabulary Skill ..................................................................................35

2. Purposes in Using Each Technique......................................................41

3. Teachers’ Role .....................................................................................46

4. Students’ Role ......................................................................................50

5. Instructional Material ...........................................................................52

B. Discussion of Research Finding .................................................................58

CHAPTER V : CONCLUSION, PEDAGOGICAL AND SUGGESTION ..........63

A. Conclusion ..........................................................................................63

B. Pedagogical Implication .......................................................................64

C. Suggestion ............................................................................................65

BIBLIOGRAPHY ..........................................................................................67

APPENDIX ..................................................................................................68
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. 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


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