

**CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP
STUDENTS' ENGLISH READING SKILL AT MTs N 1 GROBOGAN
IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
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by

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

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APPROVAL

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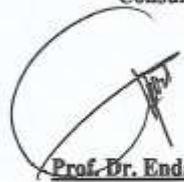
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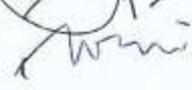
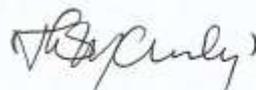
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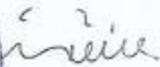
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TESTIMONY

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 hold fully responsible.

Surakarta, July 27, 2016

The researcher,



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ABSTRACT

RIZKI AULIA LAILATUL MUBAROKAH. A320120207. **CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH READING SKILL AT MTS N 1 GROBOGAN IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY**. Research Paper. School Of Teacher Training and Education. Muhammadiyah University of Surakarta. 2016.

This study is carried out to describe classroom techniques used by the teacher to develop students' English reading skill at MTs N 1 Grobogan. The aims of this research are: (1) to describe the types of classroom techniques used by the teacher to develop students' English reading skill, (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 N 1 Grobogan. 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 documentation. This research uses data triangulation, method triangulation, and review informant to prove the validity. The finding of the study shows that there are some classroom techniques used by English teachers at MTs N 1 Grobogan such as skimming and scanning, reading aloud, silent reading, and translation. The teachers have roles as material developer, monitor, motivator, controller, model, counselor and evaluator. The students have roles as learner, subject of learning, performer, and monitor and evaluator of his or her own progress. There are some materials used by English teachers, such as English book, workbook, dictionary, and another source from internet as supplementary material. The conclusion of this research is that English teacher at MTs N 1 Grobogan used various classroom techniques to improve the students' reading ability. Various techniques can make the students interested in English teaching-learning process. Various techniques also make the students not bored when 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.

Key Words: Classroom techniques for teaching reading, teachers' and students' roles, instructional material.

**TEKNIK KELAS YANG DIGUNAKAN OLEH GURU UNTUK
MENGEMBANGKAN KEMAMPUAN MEMBACA SISWA DALAM
BAHASA INGGRIS DI MTs N 1 GROBOGAN PADA TAHUN 2015/2016:
PENELITIAN ALAMIAH**

ABSTRAK

RIZKI AULIA LAILATUL MUBAROKAH. A320120207. **CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH READING SKILL AT MTS N 1 GROBOGAN IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY.** Research Paper. School Of Teacher Training and Education. Muhammadiyah University of Surakarta. 2016.

Tujuan dari penelitian ini untuk mengamati teknik kelas yang digunakan oleh guru untuk mengembangkan ketrampilan membaca Bahasa Inggris siswa di MTs N 1 Grobogan. Tujuan dari penelitian ini yaitu: (1) untuk mendeskripsikan jenis-jenis teknik yang digunakan oleh guru untuk mengembangkan ketrampilan membaca Bahasa Inggris siswa, (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 N 1 Grobogan. Jenis penelitian ini adalah deskriptif kualitatif khususnya naturalistik studi dalam menganalisis data. Metode yang digunakan dalam penelitian ini antara lain observasi, wawancara, dan dokumentasi. Penelitian ini menggunakan triangulasi data, metode triangulasi, dan tinjauan pelapor untuk membuktikan keabsahan. Temuan dalam penelitian ini menunjukkan bahwa ada beberapa teknik mengajar yang digunakan oleh guru Bahasa Inggris di MTs N 1 Grobogan antara lain skimming dan scanning, membaca dengan suara keras, membaca tanpa suara, terjemahan. Peran guru dalam kelas antara lain pengembang materi, pengamat, motivator, pengontrol, model, penimbang, dan pengevaluasi. Siswa berperan sebagai pembelajar, subjek dari pembelajaran, pemain, dan memonitor dan mengevaluasi kemajuan mereka sendiri. Ada beberapa materi yang digunakan oleh guru Bahasa Inggris, seperti buku Bahasa Inggris, lembar kerja siswa, kamus, dan materi yang bersumber dari internet sebagai materi tambahan. Kesimpulan dalam penelitian ini yaitu para guru Bahasa Inggris di MTs N 1 Grobogan menggunakan berbagai macam teknik mengajar di dalam kelas yang dapat meningkatkan kemampuan membaca siswa. Berbagai macam teknik yang digunakan membuat siswa tertarik dengan proses belajar mengajar. 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 sangat penting dalam proses belajar mengajar.

Kata Kunci: *Teknik untuk mengajar membaca, peran guru dan siswa, bahan pelajaran*

1. INTRODUCTION

Junior High School in Indonesia applies English as one of compulsory subject of second language learning. As an International language, English plays a very important role in the global communication. So, the students have to learn English to face the better future. English as a subject matter in school contains four language skills: listening, speaking, reading, and writing. Reading as one of language skills have important role to cover other skill. It caused in every subject, students learn activities that involve reading. Reading also very needed by the students since both local and national test of English are tested in written form. Smith (1991: 9) in Fauziati (2010: 33) defines reading “as understanding a message conveyed by the writer through visual and non visual information.” So, reading is one of important skills must be mastered to get the information and knowledge from many sources.

One of Junior High School in Indonesia that applies English as compulsory subject is MTs N 1 Grobogan. MTs N 1 Grobogan is Islamic based school. In MTs N 1 Grobogan, teaching learning process of reading is not interesting. The teacher still uses traditional ways by reading a text and giving the meaning of text to the students. The teacher acts as classroom-centered. This condition makes the students feel bored and have no chance to improve their reading skill. The most problem for the students is they feel bored and do not attract to continue English activities in the class. The students get difficult to understand the text because they have limited vocabulary.

The teacher’s role to develop students’ English reading skill is very important. The teachers should be more creativet to find and use the teaching techniques which are appropriate with the student’s characteristic to get students interest in reading activity, to make students easier to comprehend the text also improve the students’ vocabulary. Technique is something that actually takes place in language teaching learning in the classroom.

The writer is interested in doing observation on classroom techniques used by the teacher to develop students’ English reading skill at MTs N 1 Grobogan. The writer wants to know the best techniques used by the teacher in teaching-learning process of reading.

Based on the review above, the writer is interested to describe classroom techniques used by the teacher to develop students’ English reading skill at MTs N 1 Grobogan in 2015/2016 academic year: a naturalistic study. To prove the originality of this research, the writer takes some previous studies related to the techniques in teaching reading. They are Utami (2011), Rahayu (2013), Revellia (2014), Ahsan (2015), and Prakusumasari (2015).

Sri Utami (UMS, 2011) studied *A Study on the Techniques of Teaching Reading to the First Year Student of SMP Negeri 2 Colomadu*. This research aims at describing the technique used by the teacher in teaching reading at the first year of SMP Negeri 2 Colomadu, knowing the problems faced by the teacher and the strategies implemented by the teacher to overcome the problems. The type of this research is a descriptive qualitative research. The data collected by document, observing the English class and conducted interview with the teacher. The result of this research are: the first, the technique used by the teacher in

teaching reading at the first year students of SMP Negeri 2 Colomadu is ICARE. It is an instructional model abbreviated from introduction, connection, application, reflection, and evaluation. The second, the problem faced by the teacher are: the teacher finds difficulties in managing class, each student has different capability in receiving material, the students have less confidence, the teacher has limited time. The strategies to overcome the problems are: the teacher walked around the class in order that the students listened to the explanation seriously, the teacher should explain the material until the students understand, the teacher asked one by one to answer the question, and the teacher gives additional time or extra time to change the time which is expelled.

Heni Fitri Rahayu (UMS, 2013) studied *A Study on English Teaching Techniques on Reading Skill by Teacher to Promote Students' Participation of the Eighth Grade Students at SMP N 2 Sawit in 2012/2013 Academic Year*. This research is aimed at describing teaching reading techniques used by English teacher in the classroom activities, the teacher's roles in the classroom activities, the student's roles the classroom activities, and the teaching reading techniques to promote the students' participation. The type of her research is descriptive qualitative research. The methods of collecting data is conducted by doing observation, analyzing data, and interview. The result of this research indicates that there are two techniques which promote the students' participation; reading aloud and pattern drill. Besides, there is a technique which does not promote students' participation; silent reading. In the classroom activities, the teacher has roles as facilitator who facilitates the teaching-learning process, as an organizer who organizes the condition of classroom, as a counselor who helps the students to solve the difficulties, and a guide who handles teaching-learning process, while in the classroom activities, the students have roles as a communicator who communicate with other students in discussing the difficulties, and as a planner who is responsible to their achievement.

Shelvita Revellia (UMS, 2014) entitled *Techniques of English Teaching Used at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study*. The study is aimed to analyze the kinds of English teaching techniques used by the teacher in SMP Muhammadiyah 5 Surakarta, the objectives of English teaching-learning process of using these techniques, the teacher's roles, the learner's roles, the dominant techniques used by the teacher in SMP Muhammadiyah 5 Surakarta. The type research is naturalistic study. There are three sources of data in her research namely event, informant, and document which related with teaching-learning process of SMP Muhammadiyah 5 Surakarta. 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 of reading namely: reading aloud, oral repetition, answering questions, and dialog conversation.

Annisa Ahsan (UMS, 2015) entitled *Techniques in Teaching Reading to the Seventh Grade of SMP Negeri 2 Wonogiri*. This research aimed to identify and describe the techniques in teaching reading and procedures of teaching reading to the seventh grade of SMP Negeri 2 Wonogiri. The type of this research is descriptive qualitative. The data were taken from observation, interview, and

documentation. In collecting data, she employs observation and interview. The result of this study are: the techniques used by teacher in teaching reading to the seventh grade in SMP Negeri 2 Wonogiri are reading aloud and KWLH technique. The procedures of teaching reading consist of pre-reading, while-reading and post-reading.

Kukuh Prakusumasari (UMS, 2015) entitled *The Use of Story-Mapping Technique in Teaching Reading Skill at the Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 Academic Year*. The research is aimed to describe the procedure of teaching reading by using story mapping technique and to identify the results of story mapping technique in reading comprehension of narrative text. The type of the research is descriptive qualitative research. The data were collected from the observation in the classroom and interview with the English teacher and also the VIIIA class of the second year students of SMP Muhammadiyah 6 Surakarta. There are some results of the analysis that the story mapping technique gives positive impact to the success of teaching reading of narrative text. Story mapping technique helps the students to comprehend the content of narrative text easily. Story mapping technique helps them remembering the important content of reading narrative text. The students are able to analyze the generic structure of the text. They are more interested in joining teaching-learning activities; the students have development of reading skill.

The researcher applies several theories related with previous studies 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 Reading, Components of Reading, Micro and Macro Skills of Reading, Notion of Teaching Reading, Techniques of Teaching Reading, Teacher's Role, Student's Role, and Instructional Material.

Anthony (1965: 94) in Fauziati (2014: 11) views approach as "A set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic." An approach describes the nature of the subject matter to be taught. It states 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 in terms of the effectiveness of the methods which grow out of it.

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. An approach is axiomatic whereas a method is procedural". Method is a treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus, method is theoretically related to an approach and is organizationally determined by a design.

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

According to Smith (1991: 9) in Fauziati (2010: 33) stated that reading “as understanding a message conveyed by the writer through visual and non-visual information”. According to Tankersley (2003: 46) there are five components of reading, namely: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These five components work together to create the reading experience.

Brown (2004: 187-188) proposes reading skills which are divided into micro skills and macro skills. The micro skills of reading include: Discriminate among the distinctive graphemes and orthographic patterns of English, Retain chunks of language of different lengths in short-term memory, Process writing at an efficient rate of speed to suit the purpose, Recognize a core of words, and interpret word order patterns and their significance, Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, plurality), patterns, rules, and elliptical forms, Recognize that a particular meaning may be expressed in different grammatical forms, Recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

These are the macro skills of reading as follows: Recognize the rhetorical forms of written discourse and their significance for interpretation, Recognize the communicative functions of written texts, according to form and purpose, Infer context that is not explicit by using background knowledge, From described events, ideas, etc., Infer links and connection between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, Distinguish between literal and implied meanings, Detect culturally specific references and interpret them in a context of the appropriate cultural schemata, Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

According to Smith (1991: 9) in Fauziati (2010: 33) stated that reading “as understanding a message conveyed by the writer through visual and non-visual information”. According to Fauziati (2010: 35) state there are some techniques for teaching reading in order to help language learners develop their reading skills, as follows: recognizing word meaning, recognizing phrases, recognizing sentence structure, comprehension, advance organizer, previewing, skimming and scanning, prediction. In addition, Wallace (1996: 54-56) state that there are two techniques for teaching reading comprehension, namely: silent reading, reading aloud.

According to Richard (1990: 12) the kinds of roles teacher in the classroom are: (a) Monitor of Students Learning, (b) Motivator, (c) Organizer and Controller of Pupil Behavior, (d) Provider of Accurate language Models, (e) Counselor and Friend, (f) Need Analyst, (g) Material Developer, (h) Evaluator.

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 5 aspects, there are: (a) The learners is the planner of his or her own learning program and thus ultimately assume responsibility for 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 members of a group and learns by interacting with other, (d) The learner is tutor of others learners, (e) The learner learns from the teacher, from other students, and from other teaching sources.

According to Cunningsworth (1995: 7) course books are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. Course book or materials have multiple roles in English Language Teaching and can serve as: (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, (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.

This research focuses on classroom techniques used by the teacher to develop students' English reading skill. at MTs N 1 Grobogan in 2015/2016 academic year. Based on the phenomena above, this research aims are to describe: (1) types of classroom techniques in teaching reading, (2) the purposes of using each classroom technique, (3) teacher's role, (4) student's role, and (5) instructional material.

2. RESEARCH METHOD

The type of this research is descriptive qualitative research, This research is Naturalistic study about the classroom techniques used by the teacher to develop students' English reading skill at MTs N 1 Grobogan. According to Williams (1986: 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 evaluators).

The researcher gets the data from three sources, namely: events, informants, and documents. The methods of collecting data are observation, interview, and documentation. This research uses data validity to prove the validity of the data namely data triangulation, method triangulation, and review informant. The techniques for analyzing data in this research are data reduction, data display, and conclusion/ verification. The subject of this study is the English teachers and students of seventh and eighth grade in MTs N 1 Grobogan. The teacher's names are: Mrs. Rusmini, S.Pd, Mrs. Nita Kurniawati, S.Pd, Mr. Ali Mahsun, M.Pd. The researcher observes in class 7B, 7E, 8A, 8E, 8G, and 8I. The object of this research is focus on the classroom techniques used by the teacher to develop students' English reading skill at MTs N 1 Grobogan in 2015/2016 academic year.

3. FINDING AND DISCUSSION

The research focuses on the question problems statement that are: (a) Types of classroom techniques in teaching reading, (b) The purposes of using each classroom techniques, (c) Teacher's role, (d) Student's role, and (e)

instructional material used by the teacher in teaching reading at MTs N 1 Grobogan.

3.1. Types of Classroom Techniques Used by the Teacher to Develop Students' English Reading Skill at MTs N 1 Grobogan

There are several techniques used by the English teachers to develop students' English reading skill such as: skimming and scanning, reading aloud, silent reading, and translation.

- 3.1.1. Skimming and scanning are two speeds reading techniques which enable the student to cover a fast amount of material rapidly. Skimming is a method of rapidly moving the eyes over the text with the purpose of getting only the main idea and general overview of the text. Skimming will help the student locate the information quickly while making sure the students use their time wisely, it will also increase the amount of usable material the students obtain for their research. Scanning rapidly cover a great deal of material in order to locate a specific fact or piece of information. The purpose of scanning is very useful for finding a specific name, date, statistic or fact without reading a whole text.
- 3.1.2. Reading aloud means that reading audible with pronunciation and intonation. When doing reading –aloud, the teacher or students begin reading a sentence, reading a few lines or a whole paragraph. Reading aloud is simply when the teacher read aloud the text to the students orally. While the teacher read a text, the students listen actively, comprehend what they heard, and imitates teacher how to pronounce words, phrases, and sentences correctly. Reading aloud is useful to practice the students how to read well with clear intonation and pronunciation. If the students missed their pronunciation, it can be revised by the teacher.
- 3.1.3. Silent reading is reading without pronouncing words out loud. It is reading by oneself. This technique leads the readers to get the better comprehension. Silent reading doesn't pay attention to pronounce every single word when they read. So, the learners can concentrate in understanding the content of the text. Silent reading depends to a great extent on the development of good set of physical habits. Make sure the material they are reading is not too difficult for them, because these habits are sometimes the result of frustration with too hard reading materials.
- 3.1.4. Translation means that the teacher translates some words or sentence of the text when teaching learning process of reading. The teacher translates its into their mother tongue or Indonesian language. The teacher uses this techniqueto help the students who feel difficult to getthe meaning of some words or sentences in the text.

3.2. The Purposes of Using Each Classroom Techniques Used by the Teacher to Develop Students' English Reading Skill at MTs N 1 Grobogan

- 3.2.1. Skimming and Scanning are to help the students to find the general idea and to find specific information of the text quickly.
- 3.2.2. Reading Aloud is to practice reading activities in order to make the students fluent in reading, to improve students' pronunciation, and to make students familiar with the words.
- 3.2.3. Silent Reading is to help the students concentrating to understand the content of the text deeply.
- 3.2.4. Translation is to help the students in knowing the meaning of the text or sentences that they don't know before.

3.3. Teachers' Role at MTs N 1 Grobogan

There are many kinds of teacher's role in teaching learning process of reading at MTs N 1 Grobogan namely:

- 3.3.1. Teacher as material developer, the teacher tries to deliver the material and develop it during teaching-learning English process. In delivering materials, the teacher gives more explanation to the students related to the topic. So, it makes the students understand and get more information. The teacher can develop the material from a book by connecting it with the students' environment. The function of this activity is to expand knowledge of the students.
- 3.3.2. Teacher as monitor, the teacher monitoring the students during teaching learning process. It includes checking the students' attendance in beginning meeting. It is important to know students' participation in following English lesson. The teacher also checks the condition and the readiness of the students to study English. Besides that, the teacher act as monitor for making sure whether the students understood or not with the teacher's explanation.
- 3.3.3. Teacher as motivator, the teacher has the important part for increasing students' motivation in every situation in teaching learning process. The form of motivation could be giving spirit, advice, suggestion, praise, etc. Especially in teaching English, the teacher more focuses on the students' interest to learn English lesson.
- 3.3.4. Teacher as controller, the teacher should control all the activities of the students in the classroom during learning process. The teacher determined what the students' do, when they should speak, control the students' behavior and attitude. As controller, the teacher makes the class in good condition, so the students feel comfortable and be easy to accept the materials. If the students make a noise in the class, the teacher will give warning for the students to pay attention and listen again carefully. It will make the condition of class more conducive.
- 3.3.5. The teacher as model, what the teacher did and said in the classroom will be imitated by the students. The teacher should be the best model for students while explain the materials or give some examples to make them understand with the material given. In this case, the students can

imitate from the teacher how to spell out and pronounce of word, phrase, or sentence correctly.

- 3.3.6. The teacher as counselor, the teacher is a figure that the students will ask when they find difficulties. The teacher helps the students by giving a chance to ask about the material.
- 3.3.7. Teacher as evaluator, after explaining some materials, the teacher must evaluate the students for measuring their comprehension about the materials by conducting test. The evaluation might be given in written or spoken forms.

3.4. Students' Role at MTs N 1 Grobogan

The students' role in teaching learning process of reading at MTs N 1 Grobogan as follows:

- 3.4.1. Students as learner, they must pay attention when the teacher explains, directions, instructions, and deliver the material. The students just sit and listen what the teacher say during teaching learning process in the classroom. Sometimes, the teacher also asks the students to do something. It purposes to make a class become conducive, so the teacher is easier to explain the material clearly and make the students understand about the material and they can practice some instructions correctly.
- 3.4.2. Students as subject of learning, the students must be active in the classroom. They do not only sit and listen what the teacher say during teaching learning process but also they can express their ideas or opinions, so they become more creative and innovative in the class.
- 3.4.3. Students as performer, they should try to practice the material and always do all instructions that is given by the teacher during teaching learning process in the class.
- 3.4.4. The students as monitor and evaluator of his or her own progress, the students can monitor their learning progress from the result of the task. By seeing the result, the students can see how far they understand the material. If the students feel their result is bad, they can evaluate their learning program. They can change the learning style, so that the result of their task will be better also the students get their progress in learning program. The students have their own responsibility.

3.5. Instructional Material used at MTs N 1 Grobogan

The material used by the English teacher at MTs N 1 Grobogan is printed materials such as English book, workbook, and dictionary. The English book for seventh grade is "Practice Your English Competence" Kurikulum 2013 written by Nur Zaidas. The English book for eighth grade is "Let's Talk: English For Students of Grade VIII (SMP/MTs)" by Bachtiar Bima and Cicik Kurniawati. The teacher also uses workbook for seventh and eighth grade that are (Bahasa Inggris: For SMP/ MTs Class VII Semester 2) written by New Star Team, (Bahasa Inggris: For SMP/ MTs Class VIII Semester 2) written by Incer and dictionary. Sometimes, the teacher also

takes the material from internet as supplementary material. The material taken from internet included non-printed sources.

Based on the observation have been conducted, there are some roles of instructional material used in MTs N 1 Grobogan namely: a) A resource for presentation materials (spoken and written), b) A reference source for learners on grammar, vocabulary, pronunciation and so on, c) A source of stimulation and ideas for classroom activities.

4. CONCLUSION

The researcher concludes that there are four types of classroom techniques used by the English teacher for teaching reading at MTs N 1 Grobogan. There are skimming and scanning, reading aloud, silent reading, and translation. There are some techniques used by the teacher its purposes. (a) Skimming and Scanning is to help the student to find the general idea and to find specific information of the text quickly, (b) Reading Aloud are to make the students fluent in reading, to improve pronunciation of the students, and make students familiar with the word, (c) Silent Reading is to help the students concentrating to understand the content of the text deeply, (d) Translation is to help the students in knowing the meaning of sentences that they don't know before.

Finally, in general the researcher draws conclusion that English teachers at MTs N 1 Grobogan used various classroom techniques in teaching reading. The various techniques make the student interested in English teaching learning process. It does not make the class monotonous. The teachers use well enough for using the classroom techniques in teaching reading for the students and appropriate with scientific approach. The students become more active and creative during teaching learning process. In the class, there is a good interaction between teacher and students. Based on the results, apparently, classroom techniques used by the teachers have important role in teaching learning process.

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