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

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

by

RIZKI AULIA LAILATUL MUBAROKAH
A320120207

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

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

by

RIZKI AULIA LALATUL MUBAROKAH
A 320 120 207

Approved to be Examined by Consultant

Consultant I
Prof-Dr. Fadziah Fauziati, M.Hum.
NIK/NIP: 274

Consultant II
Nur Hidayat, M.Pd.
NIK/NIP: 771
ACCEPTANCE

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

By:
RIZKI AULIA LAHATUL MUBAROKAH
A 320 120 207
0822 2017 2032

Accepted and Approved by Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Team of Examiners:
1. Prof. Dr. Endang Fauziati, M. Hum. (Chair Person)
2. Nur Hidayati, M. Pd. (Member I)
3. Mauly Halwat Hikmat, Ph.D (Member II)

Surakarta, August 05, 2016
Muhammadiyah University of Surakarta
School of Teacher Training and Education
Dean,

[Signature]

Prof. Dr. Harun Joko Pravitno, M.Hum.
NIP: 19650428 199303 1 001
PRONOUNCEMENT

Herewith, I state that there is no plagiarism of the previous literary studies which have been conducted to obtain bachelor degree of neither university nor ideas or opinions that have been published by others except those in which the writings are referred in literature review and bibliography.

Hence, if it is proven that there are mistakes in this testimony, I will be fully responsible.

Surakarta, July 27, 2016

The Writer

RIZKI AULIA LAILATUL MUBAROKAH
A 320 120 207
MOTTO

“Actually, Allah will never change men’s destiny, unless they make an effort to change it themselves”
(QS. Ar Ro’du : 11)

“If you’re doing your best, you won’t have any time to worry about failure”
(Jackson Brown)

Man Jadda Wa Jada
DEDICATION

Alhamdulillah, as Allah’s Mercy

With love, this research paper is dedicated to:

Allah SWT for His great blessing

My beloved dad “A. Masroni”, and mom “Sulimah”

My beloved brothers “M. Yusuf Al Hakim (and wife)” and “M. Hafidz Syahirul Halim (and wife)”

My nice nephew and niece “Alan” and “Chayra”

All people that have helped and supported me, “Thank you so much!”
ACKNOWLEDGMENT

Assalaamu’alaikum WarohmatullohiWabarokaatuh

Alhamdulillahi Robbil’aalamin. 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 READING SKILL At MTs N 1 GROBOGAN IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY as a partial fulfillment of the requirement for getting Bachelor Degree of Education in English Department of Muhammadiyah University of Surakarta. Sholawat and salam upon the last Messenger and holy Prophet Muhammad SAW, whom we always hope his intercession in the end of the world.

In conducting this research, the researcher got some help from many people. On this the best occasion, the researcher would like to express her deepest gratitude and appreciation the following people:

1. **Prof. Dr. Harun Joko Prayitno, M. Hum.**, as Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta,
2. **Mauly Halwat Hikmat, Ph.D.**, as Head of English Department Muhammadiyah University of Surakarta,
3. **Prof. Dr. Endang Fauziati, M.Hum** as the first consultant, who has patiently guided the researcher in arranging this work, provided time for consultation, and gave the researcher nice suggestion,
4. **Nur Hidayat, M.Pd.**, as the second consultant, who has willing to guide, correct, encourage her from beginning of writing until the end of it,
5. **Mauly Halwat Hikmat, Ph.D.**, as the third examiner who examiner her and gives her correction that make her research paper better,
6. **Agus Wijayanto, Drs, MA.,** as the academic advisor, who has given the researcher guidance as long as she studied in Muhammadiyah University of Surakarata.

7. All lecturers of English Department, for being good educator, guide, and mentor,

8. Dr. H. Fathul Hadi, M.Pd.I., the headmaster of Mts Negeri 1 Grobogan, who gave her permission to conduct a research at the school,

9. Mrs. Rusmini, S.Pd, Mrs. Nita Kurniawati, S.Pd, and Mr. Ali Mahsun M.Pd, S.Pd., as English teachers at Mts Negeri 1 Grobogan, who has helped the writer to do research in the class,

10. All students at the first and second year of Mts Negeri 1 Grobogan especially VIIB, VIIE, VIIIA, VIIID, VIIIE, and VIIIIE class for helping her in collecting data,

11. Her best gratitude for her beloved parent (Bapak A. Masroni and Ibu Sulimah) for their endless love, great attention, pray and support me in writing this research paper and get my graduation from this university. It is my pleasure to be your daughter. I can give nothing, only thanks for being my best mom and dad. “I love you both so much!”

12. Her beloved brothers and sisters (Mas Yusuf & Mbak Utha, Mas Pid & Mba Regia) for their love and support to me, “I’ll always learn being a good little sister”,

13. Her lovely nephew and niece, Alan Aufa Widyadhana & Chayra Fayyola Nadhifa Quenn for this cheers, and give colorful atmosphere at home,

14. Her best friends (Siti Siswati, Nova Nurjayanti, and Pipit Dwi Saputri), “Thank a lot for our solidarity, spirit, assemble, togetherness, and all of you regard as my sisters ever”,

15. All her friends in DEE especially class E, “Thanks for the friendship, inspiration, motivation, and joke,

16. Her friends in boarding house “Raihanun” (Retno WWP, Inge Iis DAP, Arum TU, Lia), “Thank you, for support, togetherness, love, and joke that will never forgotten,

17. Her future partner,
18. Those who cannot be mentioned one by one toward their support to the researcher completing this research.

Furthermore, the writer really realizes that this research paper still has a lot of weakness. This research paper still needs the constructive critics and suggestions from the reader. Hopefully this research paper can be useful for the reader, especially for the English Department students.

Wassalamu 'alaikum WarohmatullaahiWabarokaatuh

Surakarta, July, 2016

The researcher,

Rizki Aulia Lailatul Mubarokah
A320120207
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>iii</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

A. Background of the Study .......................... 1
B. Problem Statement ................................. 5
C. Objectives of the Study ........................... 5
D. Scope of the Study ................................ 5
E. Benefit of the Study ............................... 6
   1. Theoretical Benefits ............................. 6
   2. Practical Benefits ............................... 6
F. Research Paper Organization ...................... 6

## CHAPTER II: REVIEW OF RELATED LITERATURE

A. Previous Study .................................... 8
B. Underlying Theory ................................ 14
   1. Notion of Approach, Method, and Technique .......... 14
   2. Reading ........................................ 16
      a. Notion of Reading ............................... 16
      b. Components of Reading ........................ 17
      c. Micro and Macro skills of Reading .......... 18
   3. Teaching Reading ............................... 19
      a. Notion of Teaching Reading .................... 19
b. Techniques of Teaching Reading ......................... 20
4. Teachers’ Role .................................................. 23
5. Students’ Role .................................................. 25
6. Instructional Material ........................................ 26
   a. Notion of Instructional Material ......................... 26
   b. Role of Instructional Material ........................... 27

CHAPTER III: RESEARCH METHOD .................................. 29
   A. Type of the Study ........................................... 29
   B. Setting of the Study ....................................... 30
       1. Time ......................................................... 30
       2. Place ......................................................... 30
   C. Subject of the Study ....................................... 31
   D. Object of the Study ........................................ 32
   E. Data and Data Source ..................................... 32
   F. Method of Collecting Data ................................ 33
   G. Technique for Analyzing Data ........................... 35
   H. Data Validity ................................................ 36

CHAPTER IV: RESEARCH FINDING AND DISCUSSION ........... 38
   A. Research Finding .......................................... 38
       1. Types of Classroom Technique in Teaching Reading .. 39
       2. The Purpose of Using Each Technique in Teaching
          Reading ................................................. 48
       3. Teacher’s Role ............................................ 50
       4. Student’s Role ............................................ 56
       5. Instructional Material .................................... 59
           a. Kinds of Instructional Materials ......................... 60
           b. The Role of Instructional Materials .................... 60
   B. Discussion .................................................... 65

CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION
   AND SUGGESTION ............................................... 74
   A. Conclusion .................................................... 74
B. Pedagogical Implication ......................................................... 75
C. Suggestion ........................................................................ 76

BIBLIOGRAPHY ........................................................................... 78
VIRTUAL REFERENCE ................................................................. 81
APPENDIX
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

ABSTRACT


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 MENGGEBANGKAN KEMAMPUAN MEMBACA SISWA DALAM BAHASA INGGRIS DI MTs N 1 GROBOGAN PADA TAHUN 2015/2016: PENELITIAN ALAMIAH

ABSTRAK


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.


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