CLASSROOM TECHNIQUES TO DEVELOP STUDENTS’ ENGLISH READING SKILLS: A NATURALISTIC STUDY AT SMP NEGERI 22 SURAKARTA

RESEARCH PAPER

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

by

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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TESTIMONY

I hereby assert that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree. As far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this research paper and mentioned in the bibliography.

If any incorrectness is proved in the future dealing with my statement above, I will be fully responsible.

Surakarta, 3rd March 2017
The Writer,

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MOTTO

“As good as Humans are always useful for others”

(HR. Thabrani)
DEDICATION

This research paper is especially dedicated to:

My beloved father
(Sudaryanto)
My beloved mother
(Lasminingsih)
My handsome brother
(Febrian Rico Ardianto)
My big family
ACKNOWLEDGEMENT

In the name of Allah, the most powerful and merciful, His blessing can never be calculated or measured, so that the researcher can finish this research paper entitled “CLASSROOM TECHNIQUES TO DEVELOP STUDENTS’ ENGLISH READING SKILLS: A NATURALISTIC STUDY AT SMP NEGERI 22 SURAKARTA”. This research paper is one of the requirements to finish studying in English Department of Muhammadiyah University of Surakarta.

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The writer really wishes that this research paper would help the other researchers who are interested in analyzing textbook in the future. The writer also realizes that this research paper still need constructive criticism and suggestion. The writer welcomes for it.

Wassalamu’alaikum Wr. Wb.

Surakarta, March 2017
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- B. Pedagogical Implication
- C. Suggestion

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ABSTRACT
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Abstract

This research is aimed to describe the types of classroom techniques used by the teacher, the purpose of every classroom technique, teachers’ roles, students’ roles, and role of instructional material to develop students’ English reading skills at SMP Negeri 22 Surakarta. The type of this research is descriptive qualitative research especially naturalistic study. The method of collecting data in this study is interview, observation, and document. The result of the research showed that there are several classroom techniques used by English teacher at SMP Negeri 22 Surakarta such as: reading aloud, translating sentence, silent reading, and question and answer. There are several classroom techniques used by the teacher and each classroom technique has purpose. Reading aloud is to improve pronunciation of the student and to practice fluency in reading of the student. Translating sentence is to help the students to know the meaning of sentence. Silent reading is to help the students more concentrate to comprehend the text easily. Question and answer are to make the student more active in the class and to know how the students’ comprehension of the text. The teacher has roles as planner, manager, controller, facilitator, motivator, and explainer. The students have some roles such as subject learning, object learning, monitor and evaluator of his or her own progress, learners learn from the teacher, from the other students and other teaching sources, tutor of others learners and a member of a group and learn by interacting with others. There are some materials used by English teacher, such as: book, textbook, dictionary, another source from internet as additional material. The roles of instructional materials are as a resource for presentation materials (spoken or written), as a reference
source for learners on grammar, vocabulary, pronunciation, and so on, and a source of stimulation and ideas for classroom activities. The writer concludes that English teachers at SMP Negeri 22 Surakarta used some classroom techniques to develop students’ English reading skills. Some classroom techniques can make the students more interested when teaching reading process.

**Key words:** Classroom techniques of teaching reading, teachers’ role, students’ role, instructional material.

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**Abstrak**

guru Bahasa Inggris seperti buku, LKS, kamus dan sumber yang lain dari internet sebagai materi tambahan. Peran dari materi pembelajaran sebagai sumber untuk presentasi materi (berbicara atau menulis), sebagai sebuah sumber referensi untuk siswa dalam tata bahasa, kosa kata, cara pengucapan, dan sebagai sumber pendorong dan ide dari aktifitas kelas. Penulis menyimpulkan bahwa guru Bahasa Inggris di SMP Negeri 22 Surakarta menggunakan beberapa teknik kelas yang dapat mengembangkan keterampilan membaca Bahasa Inggris siswa. Beberapa teknik kelas dapat membuat siswa lebih tertarik ketika proses mengajar membaca.

Kata kunci: Teknik kelas dari mengajar membaca, peran guru, peran siswa, materi pembelajaran.