CLASSROOM TECHNIQUES USED TO IMPROVE STUDENTS SPEAKING SKILL: A NATURALISTIC STUDY AT ENGLISH TUTORIAL PROGRAM AT UNIVERSITAS MUHAMMADIYAH 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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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 universcity, nor there are opstion or masterpiece which have been written or published by others, except those in which the writting 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, June 2016

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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
(Drs. Haris Hariawan)
My beloved mother
(Dra. Murtiningsih, M.M.)
My Gorgeous Fiance & Family
(Shofyan Aji Utama, S.T)
My Brother, Sister, best friends and big Family
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Surakarta, June 2017
The Writer,

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ABSTRACT
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Abstract
This study is aimed to describe classroom techniques used by English tutors to develop student’s speaking skill at English Tutorial Program at Universitas Muhamadiyah Surakarta. The type of this research is descriptive qualitative research especially naturalistic study. The methods of collecting data in this study are interview, observation, and document. The result of the research showed that there are several classroom techniques used by English tutor at English Tutorial Program such as: discussion, role play, and game. There are several classroom techniques used by the teacher and each classroom technique has purpose. Discussion technique is to improve fluency of the students and to improve grammar of the students. Role play technique is to improve vocabulary of the students and to make the students more concentrate. Game technique is to encourage student to think and express their ideas, to make student pay attention to the teacher and the material, and to make the student enjoy on teaching learning process. The teacher has roles as explainer, facilitator, inquiry controller, and empowered. The students have some roles such as subject learning, the learner is member of a group and learn by interacting with others, the learner is the planner of his or her own learning program, the learner is a tutor for others learners, the learner is monitor and evaluator of his or her own progress, and the learners learn from the teacher, from the other students and other teaching sources. There are some materials used by English teacher, such as: book, textbook, and another source from internet as supplementary 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 concluded that English tutors at English Tutorial Program at Universitas Muhammadiyah Surakarta used some classroom techniques to develop students’ English speaking skills. Some classroom techniques can make the students more interested when teaching speaking process.

Key words: Classroom techniques of teaching speaking, teachers’ role, students’ role, instructional material.
Abstrak


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