CLASSROOM TECHNIQUE USED BY THE LECTURER TO DEVELOP STUDENTS READING SKILL IN ENGLISH SUBJECT AT LAW FACULTY OF MUHAMMADIYAH UNIVERSITY OF 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
2018
TESTIMONY

Here with, I testify that in research paper there is no plagiarism of the previous literary works which have been raised to obtain bachelor degrees of a university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referenced in the manuscript and mentioned in literary reviews and references.

Later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 22 February 2018

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MOTTO

A dream doesn’t become reality through magic; it takes sweat, determination, and hard work.
(Colin Powell)

All our dreams can come true if we have the courage to pursue them.
(Walt Disney)

Success is walking from failure to failure with no loss of enthusiasm.
(Winston Churchill)
DEDICATION

The research paper is dedicated to:

- My beloved mother, Rusmiyati.
- My beloved father, Mulyadi.
- My lovely sister Dari Luthfiati.
- My lovely brother Ibnu Mas’ud.
- And all my family and friends who supported me all time.
ABSTRACT

This research is aimed at describing the type of classroom technique, the implementation of each classroom technique, teachers’ role, and students’ role in developing students English reading skill at Law Faculty of Muhammadiyah University of Surakarta. The type of this research is descriptive qualitative research. The method for collecting the data is interview and observation. The result of this research shows the classroom techniques used by the lecturer are reading aloud, silent reading, translating sentences, summarizing, and question and answer. The implementation of each classroom techniques are: 1) The implementation of reading aloud by asking the students to read the text by pronouncing the word in front of the class. 2) The implementation of silent reading by asking the students to read the text without pronouncing the word and just read the text for their ownself. 3) The implementation of translating sentence by asking the student to translate some words or sentences based on text. 4) The implementation of summarizing by asking the students to find the main idea of the text and retell with their own word. 5) The implementation of question and answer by asking the students to answer the five questions which follow the text or the question from the teacher. The teachers has important roles as: 1) a planner 2) a model 3) a controller 4) a motivator. The roles of the students’ are: 1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom 2) The learner is monitor and evaluator of his or her own progress 3) The learner is a tutor and member of a group that learns by interacting with others. The researcher concludes that the lecturer used classroom technique in developing the students’ English reading skill at Law Faculty of Muhammadiyah University of Surakarta.

Key words: classroom technique, reading skill, descriptive qualitative research, teachers’ role, students’ role.
ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan tipe teknik kelas, penerapan masing-masing teknik kelas, peran guru, dan peran siswa untuk meningkatkan keterampilan membaca Bahasa Inggris mahasiswa di Fakultas Hukum Universitas Muhammadiyah Surakarta. Tipe penelitian ini adalah deskriptif kualitatif. Metode untuk mengumpulkan data adalah wawancara dan observasi. Hasil dari penelitian ini menunjukkan bahwa teknik yang digunakan di kelas oleh dosen: 1) membaca keras, 2) membaca tanpa suara, 3) menerjemahkan kalimat, 4) meringkas, dan 5) menanya dan menjawab. Penerapan tiap teknik kelas adalah: 1) penerapan membaca keras dengan meminta siswa untuk membaca teks dengan melafalkan hurufnya di depan kelas dengan suara keras 2) penerapan membaca tanpa suara dengan meminta siswa membaca teks tanpa melafalkan hurufnya dan hanya membaca teks untuk dirinya sendiri 3) penerapan menerjemahkan kalimat dengan meminta siswa untuk menerjemahkan kata atau kalimat kalimat pada teks. 4) penerapan meringkas dengan meminta siswa untuk menemukan topik utama sebuah teks dan menjelaskan dengan bahasa mereka sendiri 5) penerapan menanya dan menjawab dengan meminta siswa menjawab pertanyaan pada teks atau pertanyaan dari guru. Guru mempunyai peran penting sebagai 1) perencana, 2) model, 3) pengendali, 4) motivator. Peran siswa adalah sebagai 1) perencana pembelajaran bagi dirinya sendiri dan bertanggung jawab atas apa yang dilakukannya di kelas, 2) monitor dan evaluator dari kemajuan mereka sendiri, 3) tutor dan bagian dari kelompok yang belajar dengan interaksi dengan yang lainnya. Peneliti menyimpulkan bahwa dosen menggunakan teknik kelas untuk meningkatkan keterampilan siswa membaca Bahasa Inggris di Fakultas Hukum Universitas Muhammadiyah Surakarta.

Kata kunci: teknik kelas, kemampuan membaca, penelitian deskriptif kualitatif, peran guru, peran siswa.
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Finally, the writer hopes this research can give some values to the students of Department of English Education lecturers and the readers especially in developing teaching-learning of speaking. The writer admits that this research paper is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The writer hopes that this research would be beneficial to everyone. Aamiin.

Surakarta, 22 February 2018
The researcher,

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