

CHAPTER 1

INTRODUCTION

This chapter reveals the background of the study, the research problems, and the objectives of the study, the benefits of the research, the keyterms, and the organisation of thesis.

A. Background of Study

In the worldwide view, there is alteration of value, norms in society urges the educational institution must search and establish the most suitable way to educate the future generation. In order to prepare the students facing their future, they must have competency to respond the rapidly changing and increasingly diverse environments. Regarding human life as a problem solving process and long winding path that our future generation must lucratively pass through, they need to learn creatively, so they could be able to break down any kinds of case in unpredictable rapid changing world, and being able to assume as problem solver. Creative mind supplies the context of justification, testing the acceptability of reason and proof.

To face the challenge, the existence of English is obviously considered necessary in many fields such as politics, economic, business, tourism, technology, social and culture. It has become major media as bridge of international communication. The role of English is delivering the language learner become easier to unearth knowledge, network, and connection. The communication among nations in the world will be intensive and highly engages English. Accordingly, the nation, which does not desire to be left behind, must set up their human sources to be well educated and enclose English skill.

Due to the crucial function of English, the Ministry of Indonesian Education has declared English in curriculum by involving scholars, practitioners, human resource education development, house representative and government officers have paid attentions to English language teaching. They endorse English because it is one of vehicles of global communication, information, and transfer of science and technology. The spotlight of education system is deliberated mainly to assemble the learners' needs and adjust education with the development of science and technology. There is particular portion and position for English in educational system. It is language other than Indonesian language and local language, compulsory for Indonesian students from lower secondary school to university level.

Richard and Rodger (2001:20) argued that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. Depart to those theories; the existence of instructional design is obviously needed in English teaching. They assumed that some components of it such as the general and specific objectives, syllabus model, type of learning and teaching activity, learner's role, teacher's role and instructional material. All of the aspects have main goal to provide students with good command of English so that they are able to take part in various academic activities, most of which are conveyed in English. Therefore, the successfulness of attaining English cannot be separated with the instructional design.

Ministry of Education has declared English teaching in Indonesia applied 2006 curriculum at Senior high school and Vocational High school by conducting School Based Curriculum Development which also familiar as KTSP (Kurikulum Tingkat Satuan Pendidikan). It was designed to be one of educational innovation to enhance the quality of education. KTSP is

referred on Permendiknas No.22 2006. English teaching is delivered in regulation of the competency standard implementation.

The researcher quotes the statement about English at Vocational High School based on Competency Standard as follows:

“English is an adaptive subject, which aims to equip the learner the ability to communicate in English in the context of communications materials needed for the program skills, both oral and written. Furthermore equip learners the ability to communicate in their daily lives in accordance with the global demands, and equip learners to develop communication to a higher level “.

“Furthermore, the objectives of English in Vocational High School are clarified are namely: (1) Master the basic knowledge and skills to support the achievement of English language competency skills program and (2) Implement mastery of English language skills and the ability to communicate both verbally and in writing at the intermediate level”.

In line with previous definitions of Permendiknas, the stakeholder of government obviously had enormous attention about English teaching at Vocational High School. The success of education policy is based on the policy is relied on the measurement of how well the regulation implemented. The planning policy is purposeful. Therefore, realization of the planning policy has to deal with this application. Both of them are vital to measure whether regulation is well conducted or not since the government’s rule must be encouraged by all education stakeholders.

Moreover, English teaching as a foreign language is absolutely needed because twenty-first centuries come and spread great upon society to bring a change. The fast altering information, giant development of high technology devices and rapid growth economic condition forced people better in English. To be prepared for the future challenge, children should have skill that give them overcome their lives and their learning (Fisher, 1992).

Lado (1987: 30) defined that the goal of learning a foreign language as the ability to use it, understanding its meanings and connotations in terms of the target language and culture and the ability to understand the speech and writing of natives of the target culture in terms of their great ideas and achievement. Therefore, the importance of English in recent world is obvious. There must be some reasons why many countries have chosen English as their foreign language that lead the way to the dominancy. English is a utilitarian tool for achieving blooming economic in the international world. At the national level, English holds an instrumental function for the individual, that is, a means of gaining access to better education and a more prestigious job with good benefits and prospects for promotion (Kırkgöz, 2005). Given the prevailing attitude that English-medium education provided several instrumental benefits in the form of better job prospects, finance and academic rewards, it was not surprising that many parents preferred to send their children to such schools. Nowadays, English is one of the job requirements for higher level, better paid jobs in Indonesia as well as for those in service industries, tourism, business and many other fields.

Teacher and learner are the basic factors in English teaching. Those vignettes are giving contribution in teaching learning process. There will be not learning if learner does not take part as well in it. Vice versa, the role of teacher will endorse pupil in engagement of education goal. It is no doubt that every purpose of learning process is reaching and progressing learning's achievement and attitude. The success of learning process delivers the student's mind, feeling and knowledge better and larger. By receiving of learning material are hoped that they held fruitful and meaningful case so they are encouraged by some activities such as taking

a note, responding and sharing their idea and hopefully learning process become more attractive.

Regarding with the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo, it appears writer's curiosity to reveal it. SMK Bina Patria 1 Sukoharjo is the oldest vocational school at Sukoharjo. The school gets grade "A" in accreditation which is held by BAN (National Accreditation Foundation) at 2012. It also gets certificate of SAI 900 2008 GLOBAL which gives license of school management. The graduates of this school usually are employed by many companies. It is because they have competency in mechanic, electricity and computer which is encouraged by foreign language such as Japanese and also English.

Furthermore, this school hold the first winner of English story retelling contest in Sukoharjo regency at 2011, English speech contest at 2009, English Quiz 2007. There are three extra ordinary classes which are prepared to be able delivering English communication skill fluently in order to site on foreign company. The source of knowledge is not only relied on the teacher's role but also referred student's role. Student center due to teaching-learning participation and the teachers have facilitator position. Teachers' role is as educator, motivator, counselor and facilitator to attain the aim of learning process lucratively.

The Instructional design of English teaching at SMK Bina patria is fascinating to be studied because the teaching learning process of English is occurred in many aspects of instructional design. Therefore, the researcher decided to deliver the study entitled **"THE INSTRUCTIONAL DESIGN OF ENGLISH TEACHING AT SMK BINA PATRIA 1 SUKOHARJO : A MICRO ETHNOGRAPHIC STUDY"**.

B. Research Problem

In line with the title of research, there will raise research problem as follows:

“How is the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo?”

From the research problem, it will appear some research questions as follows:

1. What is the syllabus used for English teaching?
2. What are the learning objectives of English teaching?
3. What are the instructional materials used for English teaching?
4. What is the teaching design applied in English teaching? The designs include the following aspects such as:
 - a. What is the teacher’s role?
 - b. What is the student’s role?
 - c. What are classroom activities?
 - d. What is classroom procedure?
 - e. What are the media used?
5. What are the evaluations used for English teaching?
6. What are strengths and weaknesses of instructional design of English teaching?

C. The objectives of Study

1. To illustrate the syllabuses used for English teaching.
2. To unearth the learning objectives of English teaching.
3. To describe instructional material used for English teaching.
4. To reveal teaching design involves teacher’s role, student’s role, classroom activity, classroom procedure and media used for English teaching.

5. To portray the evaluation model used for English teaching.
6. To give description strengths and weaknesses of instructional design of English teaching.

D. The Benefits of the Study

1. For the writer

Having finished the research, the writer expects to get additional information about instructional design especially in teaching English. It is hoped that the writer has better understanding about teaching learning activity, thus, the writer can prepare to be more creative in teaching.

2. For the English Teachers

The result of the study can be used as additional information dealing with the strengths and the weaknesses conducted in teaching English. Furthermore, by knowing the result of the study, the teacher may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.

3. For the stakeholder of the school

Headmaster

It can give a clear portrait of the strengths and weaknesses of this approach in the teaching and learning English. It will also enable the school to decide next policy or the right steps in developing the teachers and students teaching learning process.

Vice Principle of Curriculum

The result of the study becomes a reference about how well English teaching in the SMK Bina Patria 1 Sukoharjo. Moreover, it can become a useful input to construct a further strategy dealing with the teaching English at the school. The strategies may cover various

aspects such as setting the objectives, the syllabuses, developing learning, teaching methodology and developing the procedure of evaluation.

School Committee

As a reference for controlling the teaching learning process whether it have held well or not. They should confirm the headmaster about facilities, implementation of curriculum in order the teaching learning process runs appropriately.

E. Keyterms

1. Instructional Design

Richard and Rodger (2001) stated instructional design is the framework through which teachers take the planned learning and teaching action to a lesson.

2. Teaching

Brown (1994) argued that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

3. Learning

Kimble and Garmezy (1963) argued that learning is the result of reinforced practice and relatively permanent change in a behavioral tendency.

F. Organization of Thesis

This thesis consists of five chapters. The present chapter encompasses: (a) Background of the study, (b) Research problem (c) The objective of research questions (d) The benefits of the study, and (e) Organization of the thesis. Chapter two discusses related to: (a) Previous studies, and (b) Theoretical Review. Chapter three provides detailed information about

research methodology. The research sites, participants, research design, and data collection and analyses method are presented in this chapter. Chapter four provides the findings and discussions of the present study. Chapter 5 highlights the conclusions of the study, pedagogical implication and presents some suggestions for further study and teacher professional development.