

**AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT SMP NEGERI 14 SURAKARTA IN 2013/2014 ACADEMIC YEAR;
NATURALISTIC STUDY**



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**AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT
SMP NEGERI 14 SURAKARTA IN 2013/2014 ACADEMIC YEAR:
A NATURALISTIC STUDY**

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ABSTRACT

Gayuh Megawati. A320100194. AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT SMP NEGERI 14 SURAKARTA IN 2013 / 2014 ACADEMIC YEAR: A NATURALISTIC STUDY. Research Paper. Muhammadiyah University of Surakarta. 2014.

The study is aimed at observing the instructional design for the teaching of English at SMP Negeri 14 Surakarta in 2013/1014 academic year. The objective of study is to describe the instructional design for the teaching of English at SMP Negeri 14 Surakarta. In this research, there are nine component of instructional design, namely: (1) Learning Objective. (2) Syllabus. (3) Instructional Material. (4) The Classroom Procedure. (5) Technique in Teaching English. (6) Teacher's Role. (7) Learner's Role. (8) Teaching Media. (9) Evaluation Model.

The type of the study is descriptive qualitative especially naturalistic approach. In this research, the data are derived from event, informant, and field note. There are three techniques of collecting data, namely: observation, interview, and analyzing document. Methods of Analyzing data are reduction the data, display the data, and conclusion or verification.

The techniques of analyzing data are reduction of data, display the data, and verification or drawing conclusion. The result of the study is: (1) There are two learning objectives of teaching English especially in English teaching namely: general objective and specific objective. In general learning objective based on KTSP curriculum. In specific learning objective of teaching English is written in syllabus and it supported indicator of lesson plan.(2) The type of syllabus is notional functional syllabus.(3) The instructional material used is printed material and the material that compare both print and non print source as sell access material and material on the internet.(4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) with different patterns.(5) Techniques used in teaching English are reading a passage, skimming and scanning a passage, brainstorming, discussing a topic or question, peer-editing.(6) The teacher's role are facilitator, observer, organizer, explainer.(7) the learner's role are monitor and evaluation their progress, learner learn from the teacher, members of a group and learn by interacting with others.(8) The media used in teaching learning process is textbook as printed media and LCD projectors as electric media.(9) Evaluation models used are daily examination, middle text and final test

Key words: Instructional design, Teaching English, Learning

INTRODUCTION

The field of education is one of the very important fields and needs special attention from all walks of life because education has a vital role to develop the human resource that plays a role in the formation of students to be assets of the nation's expected to become productive humans. To be a productive human we need to know an international language. As we know that English is the international language. So English is very important for people in the global era, most of people in this world use English language.

Junior High School is the stage which is determining us to the next level. As we know that in the future most of the requirement to entering jobs is use English language too. Not only to entering jobs but also to communicate with another people in the different country. Education is very important in our life. Also, mastering English language is important in our modern society and global area. Human beings need communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interact each other using language in spoken and oral form in daily life.

In achieving the goals of National Education and improving the quality of education, certainly the teaching and learning process is quite determined which involves teachers and students. A teacher is the professional personality who has the main duty, namely educating, leading by hand, guiding, training and evaluating the students. While the students are the subject of study who have the unique and potential characteristics which determine the success of

education. The student's capability in responding and implement the materials learning as well as utilize it, has the big effect in the successful of study.

In the process of teaching and learning, the activeness of learners is very important and should be noted by educators so that the learning process will be completely obtaining the optimal results. The teachers just stimulate the activeness of learners. Teachers can also develop the communication climate in the classroom during the learning takes place, that is the interactive feedback between teachers and learners.

The teaching English in Indonesia is important to increase the student's ability. Because of English is a foreign language, so learning English has rules for Indonesian people. Because of that, people should be able to communicate in English as well as possible. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the student. Realizing this importance, the government decides that English should be learned from elementary school to university in order to improve the quality of human resources in Indonesia.

The disorder problems in some skills such as listening, speaking, reading, writing, spelling, and also thinking. Teaching English in Indonesia focuses on the ability of communication of the students. The learner should be capable in four language skills-listening, speaking, reading, and writing (Depdiknas, 2003:6) in the Nuryati (UMS,2013). Beside the language skills,

English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, spelling and structure.

The difficulty is usually faced by the teachers. They must find out some methods to teach English in order to make students is not bored. The other difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study vocabulary, pronunciation, grammar and especially speaking and writing included it as important things.

In the classroom students do their educational activity - learning - but they also do another activity like playing and socializing with their friends. Classroom is a small miniature of wide society filled in with many elements. Classroom is a real social context where its elements (teacher and learner) enter into equally real social relationship each other, but, in the sense of education, it's an artificial environment for teaching, learning, and using a foreign language.

The process of teaching and learning is the most common element in the language classroom. Language teaching, in a simple word, can be defined as the activities which are intended to bring about language learning. It is assumed that language teaching is proposed to help people to learn and use the language. According to Dewey in Risk (1985 : 6), language teaching is the direction or the guidance of learning. Learning, as every body knows, refers to the acquisition of knowledge and skill. Based on these definitions, then,

language learning will be placed in appropriate definition as the learning to have knowledge and skill in language.

The process of teaching and learning almost occurs in the classroom. Tsui (1995 : 1) defines classroom as a place where more than two people gather together for the purpose of learning, with one having the role of the teacher. Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact one another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom.

Richard and Rodger (2001: 20) state that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. The existence of instructional design is obviously needed in English teaching. Instructional design has some components, such as the learning objective, syllabus model, instructional material, classroom procedure, technique, learner's role, teacher's role, evaluation and media. All of the aspects have the 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.

The problem raises by the writer is that how instructional design on teaching English in writing skill at eight grade in SMP Negeri 14 Surakarta. Which is included some component of instructional design, such as: learning

objective, syllabus, the instructional material, the classroom procedure, technique of English teaching, teacher's role, learner's role, teaching media and evaluation model. The objective of the study is to know how the instructional design on teaching English in writing skill at SMP Negeri 14 Surakarta that included the component of teaching learning process above.

The benefits of study, theretically is to be used as an input in improving teacher's ability to teach English especially in teaching english. The practically benefit, The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching english language.

The writer some reference, such as Abrar's work (2012) entitled "The Teaching-Learning Process of English at English Courses 2011: An Ethograpy Study in Pare, Kediri, East Jawa". His research finding is generalized on how teaching learning process of English at course and also portrayed the components of teaching learning process. His finding research is description of English course that is one non formal education which have own authority to determine the component of teaching learning process. For so case that previous research was dissimilar with this work. It reveals the instructional design at formal education which its elements have arranged by national government.

According to Anderson, as quoted by Skinner (1984 : 4-6), the teacher's role in the classroom can be described under three broad categories :

- (1) Selecting and organizing material The teacher has to select and organize the

material to be learned); (2) Guiding and directing learning; and (3) Evaluation to know how well he has done as a teacher and how well his students have learned.

The third research related to the writer's study has been done by Kusuwahyuningsih's work (UMS,2013). The topic of Kuswahyuningsih's work is The Instructional Design of English Teaching At SMK Bina Patria 1 Sukoharjo: A Micro Ethnographic Study. Thesis, Universitas Muhammadiyah Surakarta. The objectives of the study reveal briefly of instructional design of English Teaching at SMK Bina Patria 1 Sukoharjo in which encompasses syllabus, learning objective, instructional material, teaching design, evaluation and strength-weakness of English teaching.

The fourth research was done by Jong and Harper's work (Teacher Education Quarterly, Spring 2005). The topic of Jong and Harper's work is Preparing Mainstream Teachers for English-Language Learners: Is Being a Good Teacher Good Enough? More and more teachers find themselves teaching students from increasingly diverse linguistic and cultural backgrounds. In a recent report (National Center for Education Statistics, 2002), 42% of the teachers surveyed indicated that they had English Language Learners (ELLs) in their classroom, but only 12,5% of these teachers had received more than eight hours of professional development specifically related to ELLs

From the reasons above, the writer is interested in conducting the research entitled “ An Instructional Design for the teaching of English at SMP Negeri 14 Surakarta; naturalistic study in 2013/2014 academic year”

RESEARCH METHOD

In this study, the writer uses descriptive qualitative, especially Naturalistic research. The subject of the research is the English teacher and the students at SMP Negeri 14 Surakarta in 2013/2014 academic year. The teachers are Mrs. TKH (Class G), and Mr. AW (Class F) and total of the students are 64. They are 32 students in class G, and 32 students in class F. The object of the research focuses on an instructional design for the teaching of English at SMP Negeri 14 Surakarta in 2013/2014 academic year, The component of an Instructional Design which includes syllabus, learning objective, instructional material, classroom techniques, classroom procedures, role of the student, role of the teacher, teaching media and evaluation model. The data are taken from event, informant, and field note. The method of collecting data are observation, interview and document. The method of analyzing data are reduction of data, the display of data and conclusion or verification.

FINDING AND DISCUSSION

There are nine components in the research findings and discussion, nemely; Learning objective, syllabus, instructional material, classroom procedure, technique, teacher’s role, learner’s role, media and evaluation model.

The writer knows the general learning objective of the teaching English that written in KTSP curriculum: To develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era.

The pin-point regarding notional-syllabus is that the needs of students to explore and analyze by different type of interaction and communication, a learner may be occupied. Need analysis is central to design of notional-functional syllabuses. Need analysis should be taken into account to develop the necessary outcomes. Depart to need analysis that has an implicit focus on learner; this type of syllabus proposes a new list consisting of notion and function that become the main focus in syllabus. Rajee et.al (2013) argued that notional-functional syllabus is based on learning to recognize and express the communicative function of language and the meanings of the speaker want to express than on the form used to express them. It draws on theories and description of language that emphasize the functional and social aspects of competence. The syllabus is just as a plan so teacher ought to develop it themselves. In conducting the instructional or teaching learning process, the teachers used one certain book as the student's text book or student's hand book. Based on the observation, the writer knew that English teachers of SMP Negeri 14 Surakarta used certain books for their students. Those books are English Focus CV.Putra Nugraha Publisher by Artono Wardiman, Masduki B.Jahur, and M.Sukirman Djusma 2008. English Focus for seventh and eighth grades. The reason choosing those books are to make easy their teaching

learning process of SMP Negeri 14 Surakarta also used some many others sources of English like internet.

Teaching is usually regarded as something that teachers do in order to bring about change in learner. Teachers' role are main factors which provoke the learner attains their achievement in instructional design. Hammer (1987: 56) defined that the role of teacher in instructional design as facilitator, manager and organizer, assessor, prompter, observer, investigator and researcher. Based on researcher observation in the classroom on October - January, there are many teachers' roles. They always alter from one activity to another. The roles of teachers at SMP Negeri 14 Surakarta are facilitator, controller, group organizer and explainer.

The researcher tries to compare the other findings. The learner's aspect really influences some roles of student. In Kuswahyuningsih (2013) found that . The student's roles are processor, performer, and listener. In the writer's research at Junior High School students have various roles in the teaching learning process namely, learners monitor and evaluate their own progress, learners learn from the teacher and learners are members of a group and learn by interacting with others.

In teaching learning process of English the teacher used same procedure. In procedure of teaching learning process, between the teacher and students do some activities. The teachers use 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation). Bybee's (1997) stated the stages of procedure teaching English are engagement,

exploration, explanation, elaboration, and evaluation. In the teaching learning process the teacher was not consistently used all of stages. There are three different patterns that used by the two teachers namely, pattern I (engagement, exploration, explanation, elaboration, and evaluation), pattern II (engagement, explanation, elaboration, and evaluation) and pattern III (engagement, explanation, and evaluation). The difference pattern of learning cycle is caused by the limitation of time in delivering the material in the classroom.

When the current research is compared with findings from previous study, it can be seen from Kuswahyuningsih (2013). She found the classroom procedure is three patterns namely: BKOF-MOT-JCOT-ICOT-BKOF-MOT-JCOT, and BKOF-MOT-JCOT. In the researcher's point of view, it has different names, but the glossary of steps are the same.

At SMP Negeri 14 Surakarta teachers used three procedures in teaching learning of English. The first is Engagement, Exploration, Explanation, Elaboration, Evaluation. The second procedure is Engagement, Explanation, Elaboration, Evaluation. The third procedure is Engagement, Explanation, Evaluation.

Based on the observation, the writer found that the teachers used some techniques on the teaching learning process English teaching. The teacher used some techniques in prewriting such as, reading a passage, skimming and scanning a passage, brainstorming, discussing topic or question, oral repetition. Based on observation in the classroom and interview of the teacher,

the researcher sums that media uses by teacher at SMP Negeri 14 Surakarta is many varieties.

The aim of these evaluation are to know the individual student's position or grade in the class, to give explanation about learner's aptitude or performance in particular period, to predict learner successfulness or in the higher lesson. It is held two times. The first is evaluation was put from middle test, daily examination and final test.

CONCLUSION

That is conclusion of English instructional design at seven and eight grade in SMP Negeri 14 Surakarta as follows: SMP Negeri 14 Surakarta has two learning objective in teaching English of teaching english namely, general learning objective and specific learning objective. The general learning objective based on syllabus and the specific learning objective based on lesson plan for seven and eight grade.

the general learning objective is students able to reveal the meaning in functional text and the simple short essay for interact with the around environment. In specific learning objective which based on lesson plan are student able to (a) Identifying many kinds of descriptive text, (b) answering the question of descriptive text, (c) completing blank text of descriptive, (d) arranging word or sentence become a descriptive text, (d) writing a simple descriptive text. The students are expected to write well with correct grammar and structure. The kind of learning objective teaching

English in SMP Negeri 14 Surakarta is general learning objective and specific learning objective.

The syllabus guides the teacher to prepare the material and make the teaching learning process effective and efficient. The type of syllabus is notion functional syllabus.

The material used by the teacher was generally taken from some sources based on syllabus. The teacher take printed material from other books. The teacher also take material from both printed and non printed source as well access material on the internet or other resources. The teacher provided the material before they teach in class.

Classroom procedure of teaching English is divided into five steps namely: Engagement, Exploration, Explanation, Elaboration, Evaluation and has three pattern in the teaching learning process, which the classroom activities were included in them.

Both of English teacher in SMP Negeri 14 Surakarta use same technique in teaching english. They are reading a passage, skimming and scanning a passage, brainstorming, discussing topic or question, oral repetition, peer-editing.

The teacher has complete role in the teaching learning process. Teacher's role in teaching English were facilitator, observer, organizer and explainer

The learner's role of teaching English were learners monitor and evaluate their own progress, learner learn from the teacher and learners are members of a group and learn by interacting with others.

The media which used in teaching English are printed and unprinted the teacher used dictionary, textbook and paper in teaching learning process, and unprinted the teacher used LCD to delivered the material.

The evaluation is conducted in mid test, final test and daily examination. The teacher give the students daily examination which is conducted in last material, and it is done in order to know the students' progress in English.

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