CHAPTER 1

INTRODUCTION

A. Background of the Study

The field of education is one of the very important field and needs a special attention from all walks of life because education has a vital role to develop the human resource that play a role in the formation of students to be assets of the nation's expected to become productive human. 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 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 requirement to entering jobs is use english language too. Not only to entering jobs but also to communice with another people in the different country. Education is very importent in our life. Also, mastering English language is important in our modern society and global area. Human being needs communication to fulfill their needs in their life. People can communiticate in written and oral form. They communicate and interacts 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

determine which involve teachers and students. A teacher is the proffesional 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 unic and potensial characteristics which determine the successful 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 students. 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, pronounciation, 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, pronounciation, 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.

Language learning occurs through meaningful interaction. Interaction, then, will certainly involves students. In other words, it can be said that language learning is a two-way interaction between all the elements in class. Those elements handle the same significant role in deciding whether the learning will achieve its aim or not. Each element cannot dominate the others. The teacher, then, handles a significant role in creating an atmosphere that stimulates students to participate in the classroom. The teacher also has to

plan certain activities and interactions in order to achieve or produce a particular behavioral outcome.

According to the jeremy hermer in the book the practice of english Language Teaching in the class management there are several role of teacher, teacher as controller, facilitator, organizer, participant, etc.

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.

One important element, besides the teacher, is the students that also play many significant roles. In the language classroom, the students can be positioned as object; but sometime they have to put themselves as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom.

As Chaudron's opinion (1998 : 9) learners have their own initiative, productivity, and strategies in classroom learning rather than passive absorption of the teachers' information of precise adherence to the performance of classroom activities. In the english classroom, the teacher and the students have significant roles to the process of teaching and learning.

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 IN 2013/2014 ACADEMIC YEAR; A NATURALISTIC STUDY"**

B. Problem Statement

Based on the background study, the general question is specified into the following subsidiary reseacrh questions.

How is the Instructional Design for teaching of English at SMP Negeri 14 Surakarta in 2013/2014 Academic Year?

1. What is learning objective for teaching English?
2. What syllabus used for teaching English?
3. What are materials used for teaching English?
4. How is classroom procedure teaching English?
5. How is classroom technique teaching English?
6. What are teacher's roles for teaching English?
7. What are learner's roles for teaching English?
8. What is the evaluation system for teaching English?
9. What is teaching media used for teaching English?

C. Limitation of the Study

In this reaserach, the writer limits her research on Instructional design on teaching english at SMP Negeri 14 Surakarta in 2013/2014 Academic year.

D. Objective of the Study

This research is intended to describe the teaching learning process of English teaching based on instructional design at SMP Negeri 14 Surakarta It is to describe:

1. The learning objective for teaching English.

2. The syllabus used for teaching English.

3. The materials used for teaching English.

4. The classroom procedure teaching English.

5. The classroom technique for teaching English.

6. The teacher's roles for teaching English.

7. The learner's roles for teaching English.

8. The evaluation system for teaching English.

9. The teaching media used for teaching English.

E. Significance of the Study

1. Theoretical Significance

a. The result of this research can be used as an input in English Instructional Design especially in English teaching.

b. This invention of this research can be used as the reference for those who want to conduct this research in English instructional design

2. Practical Significance

a. The significance for the teacher

It will give contribution for English teacher. It can be a reference to improve their ability and competence in English teaching

b. The significance for the other students

It will give an experience and clear understanding about the English teaching.

c. The significance for the readers

It will give some information and knowledge to the readers about the process of English teaching.

F. Organization of the Study

The writer organizes this paper in order to make it easier to understand. This as follows:

Chapter I is introduction. This chapter of the background of the study, problem statemnet, limitation of the study, objective of the study, benefit of study and the research paper organization.

Chapter II is underlying theory. It involves previous studies and the theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consist of type of the research, objective of the data, data and data source, method of data collection and technique of data analysis.

Chapter IV is the result of the study. It consists of research findings and discussion.

Chepter V is conclusion and suggestion. It consists of conclusions of the research, pedagogical implication and completed by suggestion to make the research better.