

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language and human being are two unseparated components. Language is urgently needed by every human being in the world to communicate with each other. Finnochiaro (1970) in Srijono (2001:7) states, “language is used to express one’s emotions, needs, thoughts, ideas, attitudes, etc”. While Wardugh (1972:8) states, “language allows people to say things to each other and express their communicative needs”. There are many languages used by people to communicate, for example, French, English, India, Japan. Among them, English is one of the languages considered as an international language, because it is the language used widely by people all over the world. It is considered to be a bridge of communication among people in different countries and nations including Indonesia. It is used in most fields such as in economics, politics and culture.

Language is divided into three, those are: first language, second language and foreign language. First language is language that is used by people since they were born, or usually it called as mother tongue. Second language is language that is used after the first language. The intensity of using second language is not more than the first language. While, foreign language is language that is never known by people before or it is unusual. For Javanese people, their first language is Javanese, the second language is Indonesian, and the foreign language is English.

English is very important for people in global era, most of people in this world use English language because English is an International language. The most important to understanding scientific and technical knowledge is through English language. Most of requirement to entering job use English language too. Education is very important in our life. Also, mastering English language is important in our modern society and global area.

Teaching English in junior high school contains of four language skills, those are: Listening, Speaking, Reading, and Writing. Those four language skills must be supported by another language aspect such as: vocabulary, structure, and pronunciation which suitable with the theme of teaching-learning itself. Teaching English in junior high school is the basis in understanding English. There are four skills in teaching English, namely speaking, reading, listening and writing. There are maybe difficult for the student especially for junior high school student. However, many of the problems faced by teachers who teach English language. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a read able text Richards and Renandya (2002:7).It is a serious problem facing teachers in teaching English. Teachers must always do activity that makes the skill of the learners increase. In addition, students also have difficulties transferring ideas from their native language (i.e Indonesia) into the target language (i.e English). In this opportunity the writer is interested to make a research about the instructional design for

teaching of English in SMP Muhammadiyah 1 Kartasura. Before conducting the research we should know about what instructional design is. What do exceptional teachers do to prepare to teach? Exceptional teachers first begin by questioning what students need to achieve, using a “richer line of inquiry” to begin designing a class or course. Our staff uses sound instructional design principles to help you prepare your course, evaluate your students, or even use technology in the classroom. Whether in the classroom or teaching online, our instructional designers have expertise in both education and technology, allowing us to fully explore your needs.

According to Richard and Rogers (2001:28) argued that an Instructional Design is the framework which the teacher takes the planned learning and teaching action to a lesson. Richard and Lochkart (1994:43) also stated that instructional design usually is intended to set of action or unconcious behavior because many times teachers represent in action what they do not seem to able to express in the theoretical orientation. Furthermore, Richard and Rodger (2001:20) defined design as follows :

“ The level of method analysis in which we consider : a) what the objectives of method are, b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates, c) type of learning task and teaching activities the method advocates, d) the role of the learner, e) the role of teachers and f) the role of instructional material”.

According to the Dr. Iskandar Wiryo Kusumo and Dr. Verna Jean Willis in their book *Instructional Design and Development* (1999:6) they

says that the Instructional Goal is upon completion of this course, the student will be able to identify instructional goals, conduct an appropriate analysis, write performance objectives, and complete an operationally effective instructional design, which will enable learners to achieve the objectives identified. The product approach to teaching instructional design requires that students not only know about designing instruction but, in addition, develop instructional materials.

According to Jeremy Hermer in the book *The Practice of English Language Teaching* (1998:3) in the class management there are several roles of teacher, teacher as controller, facilitator, organizer, participant, etc.

*An Instructional Design* is one of the most important aspects which contribute to teaching learning English can be successful or not. In general, *an Instructional Design* is a guide or outline of teacher to teach a learner. According to Rothwell and Kazanas (2004:3) states that “*an Instructional Design* means more than literally creating instrumentation. It is associated with the broader concept of analyzing human performance problem systematically, identifying the root causes of those problems, considering various solutions to address the root causes, and implementing the solutions in ways designed to minimize the unintended consequences of corrective action.”

According to Dick, Carey and Care (2009:166) states that “an Instructional Strategy is used generally to cover the various aspects of

choosing a delivery system, sequencing and grouping clusters of content, describing learning components that will be included in the instruction, specifying how student will be grouped during instruction, establishing lesson structures , and selecting media for delivering instruction.”

According to Rothwell and Kazanas (2004:221) states that “an Instructional Strategy is perhaps best understood as an overall plan governing instructional content (what will be thought?) and process (How will it be taught?)”

Based on definition above, we can conclude that *an Instructional Design* is a systematic process, effective, and efficient to create system of instructional which use to solve learning problem or to develop learners performance through process of activity identifying problem, development and evaluation. Regarding with the previous definition, the writer assumes that instructional design is a particular set off elements in teaching learning which should be prepared to attain the efforts of learning. Instructional Design (also called Instructional Systems Design (ISD)is also the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.

There are some components of Instructional design : learning objectives of the methods, Syllabus design, learner roles, teacher roles, roles of instructional materials, classroom technique, evaluation model .

The implementation of theory and practice within a method such *an Instructional Design* in teaching learning English process is not easy to do

in every school. Teacher and student still face many problems when implement it. Here, the researcher wants to conduct experiment at SMP Muhammadiyah 1 Kartasura. SMP Muhammadiyah 1 Kartasura is one of school which has English subject like other school. In learning English language, a learner should be capable in four language skills such listening, speaking, reading, and writing. The researcher wants to analyze how *an Instructional Design* for the teaching of English at SMP Muhammadiyah Kartasura in 2013/2014 Academic Year.

There are some reasons why the researcher is interested in this study, first is because teaching English in Indonesia focuses on the ability of communication of the students which should be capable in four languages skills-listening, speaking, reading, and writing Second is because *an Instructional Design* is an important thing to guide a teacher when they teach the learners. Thirds is because SMP Muhammadiyah 1 Kartasura is one of private School which teaches English Language.

According to that explanation, the writer is interested in conducting a research entitles : **AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT SMP MUHAMMADIYAH 1 KARTASURA : A NATURALISTIC APPROACH IN 2013/2014 ACADEMIC YEAR**

**B. Limitation of the Problem**

In conducting his research, the writer limits the problems that are going to be discussed. The writer conducts the research at SMP Muhammadiyah 1 Kartasura .The writer analyzes the instructional design on teaching of English in SMP Muhammadiyah 1 Kartasura.

**C. Research Problem**

How is the Instructional Design for the teaching of English at SMP Muhammadiyah 1 Kartasura in 2013/2014 Academic Year ?

**D. Research Question**

1. What is the objectives study for the teaching of English ?
2. What is the syllabus model for the teaching of English?
3. What are the learner's roles for the teaching of English ?
4. What are the teacher's roles for the teaching of English ?
5. What are the roles of instructional materials for teaching English ?
6. What is the classroom procedure for the teaching of English?
7. What is the classroom technique for the teaching of English ?
8. What is the evaluation model used by English teacher in the teaching of English?
9. What is the teaching media used for the teaching of English?

## **E. Objective of the Study**

Based on the problem statement above, the researcher arranges the objectives study as follows:

1. To describe the learning objective of the teaching of English
2. To describe the syllabus and material used in the teaching of English
3. To describe the teacher roles for teaching English
4. To describe the learner role for teaching English
5. To describe the role of instructional materials for teaching of English
6. To describe the classroom procedure of teaching of English
7. To describe the classroom technique of teaching of English
8. To describe the evaluation model used by English teacher in teaching of English

## **F. Benefit of the Study**

### **1. Theoretical Benefit**

- a. The result of the research paper can be used as an input in improving teacher's ability especially in teaching English for junior high school.
- b. The result of the research can be used as the reference for those who want to conduct a research about instructional design for junior high school.
- c. Theoretically, this research tries to find out whether the result of this research is relevant or not to the previous theory. It can be used also as logical consideration for the next research. Furthermore, this research

can be used as an alternative considered when teacher should teach English for junior high school.

## **2. Practical Benefit**

### **a. To the student**

The result can help students to know the strategies in understanding the material which is delivered by teacher

### **b. To the teacher**

The teacher gets the knowledge from this research about an instructional design includes its component especially in SMP Muhammadiyah 1 Kartasura. Because teaching English for junior high school has a specific way for the teacher in delivering the materials. Practically, the result of this research can inform teacher what they should do when they teach in English in junior high school.

### **c. To the researcher**

The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching Language in junior high school.

## **G. Organization of the Research**

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 statement, 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 deals with the 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 deals with the presenting the data and analyzing the data about all components of instructional design such as learning objectives, syllabus, roles of instructional material, teachers' roles, learners' roles, classroom procedures, classroom techniques, media and evaluation models.

Chapter V is conclusion pedagogical implication and suggestion. It deals with the conclusions of the research, pedagogical implication and completed by suggestion to make the research better.