

**AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT SMP MUHAMMADIYAH I KARTASURA
IN 2013/2014 ACADEMIC YEAR
A NATURALISTIC STUDY**



PUBLICATION ARTICLE
Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

DIAN MUHAMMAD RIFAI

A320100025

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014**

**AN INTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT
SMP MUHAMMADIYAH I KARTASURA
IN 2013/2014 ACADEMIC YEAR
A NATURALISTIC STUDY**

Dian Muhammad Rifai
Endang Fauziati
Dwi Haryanti

ABSTRACT

**Dian Muhammad Rifai. A320100025. AN INTRUCTIONAL DESIGN FOR
THE TEACHING OF ENGLISH AT SMP MUHAMMADIYAH I
KARTASURA IN 2013/2014 ACADEMIC YEAR.**

The study is aimed at analyzing the instructional design for the teaching of English at SMP Muhammadiyah I Kartasura in 2013/2014 academic year. In this research, there are nine component of instructional design that is described, namely: (1) learning objective. (2) syllabus. (3)roles of instructional material. (4) classroom procedure. (5) classroom technique (6) teacher's role. (7) learner's role. (8) 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 document. The techniques of analyzing data are collecting data, data reduction, data display, and verification conclusion.

The result of the study, such as: (1) There are two learning objective 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 notion functional syllabus.(3) the roles of instructional materials are as a resource for presentation materials, a source of actively for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation and a source of stimulation and ideas for classroom activities,a support for less experienced teachers (4) the classroom procedure used are Engagement, Exploration, Explanation, Elaboration and Evaluation and Genre Based Approach .(5) teaching technique used in teaching English are differentiate each skill 6) The teacher's role are facilitator, organizer, manager, assessor, planner and motivator.(7) the learner's role are learners plan their own learning program and this ultimately assumes responsibility for what they do in the classroom, group and learn by interacting with others, learner tutor other learners, 8) The media used in teaching learning process is used textbook and picture as printed media, video and images showed by using LCD.(9) Evaluation model used are daily examination, middle text and final test

Key words: Instructional design, Teaching learning Process, naturalistic, English



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. A. Yani Tromo Pos 1 Pabelan Kartasura Tlp. (0271) 717417, 719483, Fax. (0271) Surakarta 57102

SURAT PERSETUJUAN ARTIKEL PUBLIKASI ILMIAH

Yang bertandatangan dibawah ini pembimbing skripsi/tugas akhir :

- Nama : Prof. Dr. Endang Fauziati, M.Hum
NIK/NIP : 274
Nama : Dr. Dwi Haryanti, M.Hum
NIK/NIP : 477

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugasakhir) dari mahasiswa :

Nama : Dian Muhammad Rifai

NIM : A320100025

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : AN INTRUCTIIONAL DESIGN FOR THE TEACHING OF ENGLISH AT SMP MUHAMMADIYAH 1 KARTASURA IN 2013/2014 ACADEMIC YEAR A NATURALISTIC STUDY

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat diperlukan seperlunya.

Surakarta, 1 Maret 2014

Pembimbing I

Pembimbing II

Prof. Dr. Endang Fauziati, M.Hum
NIK/NIP : 274

Dr. Dwi Haryanti, M.Hum
NIK/NIP : 477

A. INTRODUCTION

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”. 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 jobs is use English language too. Education is very important in our life. Also, mastering English language is important in our modern society and global area.

Because of the very important of English, there has been learned in many country in the world included in Indonesia. So to learn about English it is not something easy to transfer the language for Indonesian people because English is not the first language for Indonesian people. In Indonesia English has been taught in almost all of school. English is taught in all grades in this country from Elementary, Junior High School, Senior High School and in the University. They have transferred the language for the Indonesian people. In teaching English there should have particular rule in the process of language acquisition. There should have some way or rule that must be implemented by the teacher to make the learner easy to understand the language. In the process of teaching learning process it needs some components to support the process of teaching learning process. Here the researcher is interested to make a research related to the teaching of English in junior high school. The writer limits on the instructional design at SMP Muhammadiyah I Kartasura. 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 has 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.

Before conducting the research the writer has learned the previous study related to the instructional design. Here some references related to the instructional design such as Rina Angganingrum's work (2012) entitled "*A Descriptive Study on The English Teaching Methods Applied by The Job Training Students in SMP Al Islam I Surakarta*". His research finding shows the percentage skills of teaching English by on the job training students are 16 % of the teaching listening, 18 % of teaching speaking, 26 % of the teaching writing and 40 % of the teaching reading. The methods applied by on the job training students are three phase techniques, Communicative Language Teaching (CLT), Presentation, Practice, and Production(PPP), and Total Physical Respond (TPR). The problems faced by on the job training in Teaching English are on the job training students are able to class conditioned the students don't understand if they were explained by on the job training students, because on the job training students are less preparing of materials, on the job training students are lacks of material when they were taught in front of class, sometimes on the job training students don't use standard language, the media used by used by on the job training students don't apply the indicators stated in lesson plan, and the methods applied on the job training students are less creative and innovative. The second research is made by Hartuti from Muhammadiyah University, Surakarta (2012) entitled "*Teaching Learning Process of English at SMK Negeri ^ Surakarta : A Micro Ethnography*". The objective of the research is to get a clear description of the teaching learning process of English at SMK Negeri 6 Surakarta in which covers about to know the objective of English teaching learning process, to know the syllabus used by the teachers, to know the method of teaching in the classroom in which also covers about the role of materials, the classroom procedure, classroom activities, teacher's and learner's role, the media, and the evaluation.

The research findings of this study imply that teaching learning of English at SMK Negeri 6 Surakarta has been suitable with the theories of English teaching learning although there were still some weaknesses. Therefore, it is recommended that (1) Institutional of Local Education (Disdikpora Daerah) should give an addition of frequency to conduct the seminars, training, and also the short courses for all teachers, (2) School as the institution to conduct the teaching learning process should give the supervision directly to the educational practitioners, especially to the teachers, (3) The teachers should give much attention to method of teaching learning especially how to design the classroom activity so the students will not be bored and uninterested, the last (4) the other researchers develop some parts which have not been developed in this research.

The last research is from Maulidiyah's work entitled "*A Case Study at SMA Negeri 1 Malang*" It aims to describe the RSBI syllabus which is used in SMA Negeri 1 Malang, to observe the teaching techniques which are used in the RSBI class at SMA Negeri 1 Malang, to describe the kind of instructional materials and media which are used in the RSBI class at SMA Negeri 1 Malang, and to observe the assessment which is administered in the RSBI class at SMA Negeri 1 Malang. The result showed that the teaching of English in the RSBI class at SMA Negeri 1 Malang in terms of the syllabus, the teaching techniques, the instructional materials, and the assessment administered were not applied as it has to be since there were still many considerations to take. The teacher still used the same syllabus, teaching techniques, instructional materials and assessment system in teaching English in the RSBI and regular classes. The adaptation of Cambridge curriculum through the school based curriculum had only been applied theoretically. In fact, the teacher considered the materials from Cambridge were too difficult for the students.

Depart to the previous differences, the position of current study is to extend some previous studies that have been conducted. the researcher wants to analyze about the instructional design for teaching English at the SMP Muhammadiyah 1 Kartasura. In this research the writer wants to analyze an Instructional Design in

the teaching of English. Analyzing instructional design is different with what have been analyzed in the previous studies above. The research will analyze all component in the teaching learning process. Because in the instructional design includes all component in teaching of English. They are Objective of the study, syllabus model, teacher roles, learner roles, classroom procedure, classroom technique, role of instructional materials, and Media. Here are the theory about the components of instructional design : According to KTSP 2006 curriculum stated that learning objective is formulated into general education objective and specific objective namely indicator. In general objective included (1) Basic education is located on smartness, individual knowledge, character, skill for independent life and sustainable education, (2) intermediate education is increasing intellectuality, individual knowledge, character building and life skill and attaining sustainable education, and (3) Vocational education id developing intellectuality, knowledge, character building, life skill and following vocational sustainable education. Etymologically syllabus means as a “label” or “table of content.” Syllabus can be said as a part of curriculum or selection and grading content. Nunan (1990: 7) states that syllabuses began to appear in which content was specified, not only in terms of grammatical elements, but also in terms of the functional skills they would need to master in order to communicate successfully. According to Cunninghamworth (1995:7) stated that the role of instructional material namely: (1) A resource for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus (where they are reflected) learning objectives that have already been determined and (6) A support for less experienced teachers who have to gain in confidence. Based on the theory there are some models of classroom procedures. There are the Richard and Rodger's model (presentation, practise and production), Bybee's model (engagement, exploration, elaboration, and evaluation) . Hamond's model (Genre Based Approach), Harmer's model (engage,study and active). Richard and Lockhart (1994:105) stated the roles of the teacher in teaching learning are as facilitator, as classroom manager, as

assesor, as motivator and as planner. Johnson and Paulson (1976) in Richard (1986) stated that learner's role to plan their own learning program and this ultimately assume responsibility for what they do in the classroom, 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. According to the theory the varieties of teaching media (Harmer, 2001: 134) as following: picture and images, overhead projector, board, language laboratory, Bits and Pieces, computer and video.

The evaluation model are daily examination, mid test and final test. In the daily, mid and final examination the form of test can be objective and essay test. Here is suitable with the theory from Hornby (1990:17) Hornby (1990: 394) says that evaluation is to access or form an idea of the amount, quality of value of something. The main purpose of evaluation is to determine and to measure the goals and objectives of a language program and whether the program is effective or not. The types of test can be as essay test and multiple choice test.

Here the researcher aims to analyze all components of instructional design at SMP Muhammadiyah I Kartasura. The writer wants to analyzing whether the instructional design at SMP Muhammadiyah I Kartasura suitable with the theory. It involves learning objecives, syllabus, role of instructional material, teacher roles, learner's roles, classroom procedures, classroom techniques, and evaluation models. In this research the writer uses Qualitative method of analysis that is included descriptive interpretative.The benefits of study, theoretically is to be used as an input in improving teacher's ability to teach English especially in the teaching of 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.

B. 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 Muhammadiyah I Kartasura in 2013/2014 academic year. The teachers are

Mrs. Yayuk Nur Rahayu and Miss Fauziati (Class C) and total of the students are 79. They are 40 students in class A, and 39 students in class C. The object of the research focuses on an instructional design for the teaching of English at SMP Muhammadiyah I Kartasura 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 collecting data, data reduction, display data, and conclusion. The researchers prove the validy of data by using triangulation method. The writer examine the data validity from data triangulation, method triangulation and review informant.

C. FINDING AND DISCUSSION

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

After conducting the observation the writer finds that SMP Muhammadiyah I Kartasura has two learning objective of the teaching English.From the data that wriiten in KTSP 2006 curriculum and the result of observation and interview the general objectives in SMP Muhammadiyah I Kartasura are: It has to increase intellectuality, the individual knowledge of the students and character building of the students, To develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era, The students can understand, response, communicate and interact the simple transactional and interpersonal in their environment. According to KTSP 2006 curriculum stated that learning objective is formulated into general education objective and specific objective namely indicator. In general objective included (1) Basic education is located on smartness, individual knowledge, character, skill for independent life and sustainable education, (2) intermediate education is increasing intellectuality, individual knowledge, character building and life skill

and attaining sustainable education, and (3) Vocational education id developing intellectuality, knowledge, character building, life skill and following vocational sustainable education.

The specific learning objective of the teaching English usually state in the lesson plan as the specific preparation in instructional or teaching learning activities. Specific objectives can differentiate at each skill. Each skill like listening, speaking, reading, and writing has its aim after the lesson.

For the syllabus the writer determine that the kind of syllabus used in SMP Muhammadiyah I Kartasura is notional functional syllabus. Because in the syllabus is viewed as a living, complex, and dynamic phenomenon to make the learners able to analyze the language and to make them communicatively competence. There is not only the mastery of the language but also to enable the learner how the language works. The importance of syllabus is also felt by other teacher in previous finding. Angganingrum (2012), Hartuti (2013) and Maulidiyah (2012) also sated that syllabus is very vital item in arranging lesson plan. The model of syllabus is different with Maulidiyah's work (2012), and the same Hartuti's work (2012) which focused on language function.

The materials used by the English teachers is included in printed material such as, the textbook and the material that are compared both print and non print source as well access material and material on the internet. the role of instructional material includes the following specification that are: (1) A resource for presentation materials, (2) A source of actively for learner practice and communicative interaction (3) A reference source for learners on grammar vocabulary, pronunciation and so on. (4) A resource of stimulation and ideas for classroom activities. They are similar with the theories written in chapter II. According to Cunningham (1995:7) stated that the role of instructional material namely: (1) A resource for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus

(where they are reflected) learning objectives that have already been determined and (6) A support for less experienced teachers who have to gain in confidence

The classroom procedure that used by the teacher was 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and GBA (Genre based Approach). So, the writer concludes that the teacher used two procedure in teaching learning process namely, 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation). The procedure in teaching English is suitable with the theory Bybee (1997). And the second classroom procedure is GBA (Genre Based Approach) The procedure in teaching English is suitable with Hammond's model.

The teacher's role are facilitator, manager, organizer, assessor, empower motivator and planner. Richard and Lockhart (1994:105) stated the roles of the teacher in teaching learning are as facilitator, as classroom manager, as assesor, as motivator and as planner. Based on explanation above, the writer concludes that the teacher's role in teaching learning process is suitable with Lockhart's theory. It different from previous findings of Hartuti (2013) and Maulidiyah (2013). In finding Angganiningrum's work (2012) explained that the role of English teachers were as material source, developer, motivator, counselor and provider of students. In finding Hartuti's work (2013) explained that they emphasize on the teacher's role as of motivator and explaniner.

The leaner's role are 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, learner is monitor and evaluate of his or her own progress, learners are members of a group and learn by interacting with others, learner is a tutor of other learner. Johnson and Paulson (1976) in Richard (1986) stated that learner's role to plan their own learning program and this ultimately assume responsibility for what they do in the classroom, 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 writer concludes that the learner's role in teaching English on writing skill is suitable with the theory by Johnson and Paulson.

The teacher used textbook,picture , images and video that is shown by using LCD as the media. There are some similar perceptions about media. Media is such things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention and the students' interest to build the teaching learning process. According to the theory the varieties of teaching media (Harmer, 2001: 134) as following: picture and images, overhead projector, board, language laboratory, Bits and Pieces, computer and video.

The evaluation model are daily examination, mid test and final test. In the daily, mid and final examination the form of test can be objective and essay test. Here is suitable with the theory from Hornby (1990:17) Hornby (1990: 394) says that evaluation is to access or form an idea of the amount, quality of value of something. The main purpose of evaluation is to determine and to measure the goals and objectives of a language program and whether the program is effective or not. The types of test can be as essay test and multiple choice test.

D. CONCLUSION

The result of the study, such as: (1) There are two learning objective 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 notion functional syllabus.(3) the roles of instructional materials are as a resource for presentation materials, a source of actively for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation and a source of stimulation and ideas for classroom activities,a support for less experienced teachers who have to gain in confidence (4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and GBA (Genre Based Approach).(5) teaching technique used in teaching English are like role plays, games, discussion, oral repetition, reading a passage, skimming and scanning a passage, brainstorming, disccusion a topic or question 6) The teacher's role are facilitator, organizer, manager, assessor, planner and

motivator.(7) the learner's role are learners plan their own learning program and this ultimately assumes responsibility for what they do in the classroom, group and learn by interacting with others, learner tutor other learners, and learners learn from the teacher, from other students and from other sources. 8) The media used in teaching learning process is used textbook and picture as printed media, video and images showed by using LCD.(9) Evaluation model used are daily examination, middle text and final test.

BIBLIOGRAPHY

- Cohen, A. D. And Weaver, S. J. 1998. *Strategies-based instruction for second language learners*. In W.A. Reyandya and G. M. Jacobs (Eds.), *Learners and Language Learning* (pp. 1-25). Anthology Series 39. Singapore: SEAMEO Regional Language Center.
- Fauziati, Endang.2009. *Reading on Applied Linguistic*. Surakarta: Era PustakaUtama.
- Fauziati, Endang. 2009. *Introduction to Method and Approach in Second or Foreign Language Teaching*. Surakarta: PT. Era Puataka Utama.
- Fauziati, Endang. 2010. *Teaching English as A Foreign Languange (TEFL)*.Surakarta: Era PustakaUtama.
- Hadi, Sutrisno. 2004. *Metodologi Research (Jilid I)*. Yogyakarta: Andi.
- Harris, David. 1969. Testing English as a Second Language. Georgetown University: Magraw Hill.
- Hutchinson, Tom and Waters Alan.1997. *English for Specific Purposes*. Manchester: Edinburgh University Press.
- Iskandar, and Verna. 1989. *Instructional Design and Development*. Jakarta: Pustaka Utama.
- Littlewood. 1981. *Course Design: Developing Program and Materials for Language Learning*. New York: Cambridge University Press.
- Mac Donald, Andrew and Gina Mac Donald. 1996. *Mastering Writing Essential*. New Jersey: Prentice Hall Regents.
- Moloeng. 1989. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosa Karya.
- Moleong, Lexi J. 2001. *Metode Penelitian Kualitatif*. Jakarta: PT Rosa Karya.
- Nasution. 2000. *Metode Resesarch: Penelitian Ilmiah*. Jakarta: Bumi Aksara.

Nunan, David. 1991. *Language Teaching Methodology: A Text Book for teacher*. New York: Pretice Hill.

Nunan, David. 1998. *Syllabus Design*. Oxford: Oxford University Press.

Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc grow Hill Contemporary.

Richards, Jack C and Theodore S. Rogers. 1986. *Approaches and Methods in Language Teaching*. London: Cambrige University Press.

Richards, Jack C. and Charles Lockhart. 1999. *Reflective Teaching in Second Language Classroom*. New York: Cambrige University Press.

Srijono, Djoko. 2001. *An Introduction Course of Linguistics*. Surakarta:Muhammadiyah University of Surakarta.

Sutopo, Habib. 2002. Metode Penelitian Kualitatif. Surakarta: UNS Press.

Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. USA: Cambrige University Press