AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT SMP MUHAMMADIYAH 5 SURAKARTA: A NATURALISTIC
STUDY IN 2013/2014 ACADEMIC YEAR

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Submitted as a Partial Fulfillment of the Requirements
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by
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TESTIMONY

Herewith, I testify that in this research paper, entitled “An Instructional Design for the Teaching of English at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study in 2013/2014 Academic Year.” There is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor their opinions and masterpieces which have been written or published by others, except those in which the writing are referred in manuscript and mentioned in literary review and bibliography.

Hence, later, if it is proved that there are some untrue statements in this testimony, I will hold full responsibility.

Surakarta, 10 Maret 2014

Cinthya Agustin K
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MOTTO

Believing in yourself is the first secret of success

(Anonym)
DEDICATION

This research is wholly dedicated to:

My beloved parents

All my friends class A

My group of an Instructional Design; Gayuh, Dian, and Rosa
AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT SMP MUHAMMADIYAH 5 SURAKARTA: A NATURALISTIC STUDY IN 2013/2014 ACADEMIC YEAR

The goal of the study is to describe an instructional design for the teaching English at SMP Muhammadiyah 5 Surakarta in 2013/2014. The type of study is descriptive qualitative, focus on naturalistic study. The result of this study as follow: (1) learning objective are divided into two; they are general objective and specific objective. (2) The model of syllabus used is notional-functional syllabus. (3) The instructional material is divided into three kinds, they are; printed material, audio material, and visual material. (4) Classroom procedure used three patterns, they are 3E (exploration, explanation, and elaboration), 4E (engagement, exploration, explanation, and elaboration), 5E; (engagement, exploration, explanation, elaboration, evaluation). (5) Classroom techniques used, namely; repetition, answering question, role play, previewing, skimming and scanning, prediction, and brainstorming. (6) Teachers’ roles are teacher as facilitator, teacher as manager and organizer, teacher as assessor, teacher as prompter, teacher as observer, and teacher as motivator. (7) Students’ roles are (a) learners plan their own learning program and this ultimately assumes responsibility for what they do in the classroom, (b) learners monitor and evaluate their own progress, (c) learners are members of a group and learn by interacting with others, (d) learners are as tutor other learners, and (e) learners learn from the teacher, from other students, and from other sources. (8) Media used, namely: (a) picture and images, (b) white board on the market pens, (c) computer, and (d) video. (9) Kinds of evaluations are (a) formative evaluation such as daily test, and (b) summative evaluation such as mid test and final test. The models of evaluation forms are multiple choice, and dialogue completion task.

Key words: Instructional design, Teaching learning process, English
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Surakarta, 10 maret 2014

Cinthya Agustin K
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