

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



**SKRIPSI**

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

by

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**2014**

**APPROVAL**

ACCEPTANCE

**AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH  
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STUDY IN 2013/2014 ACADEMIC YEAR**

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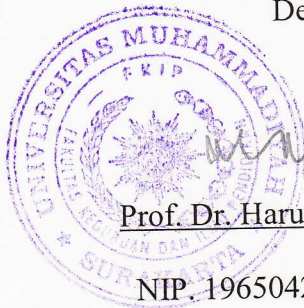
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## TESTIMONY

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**

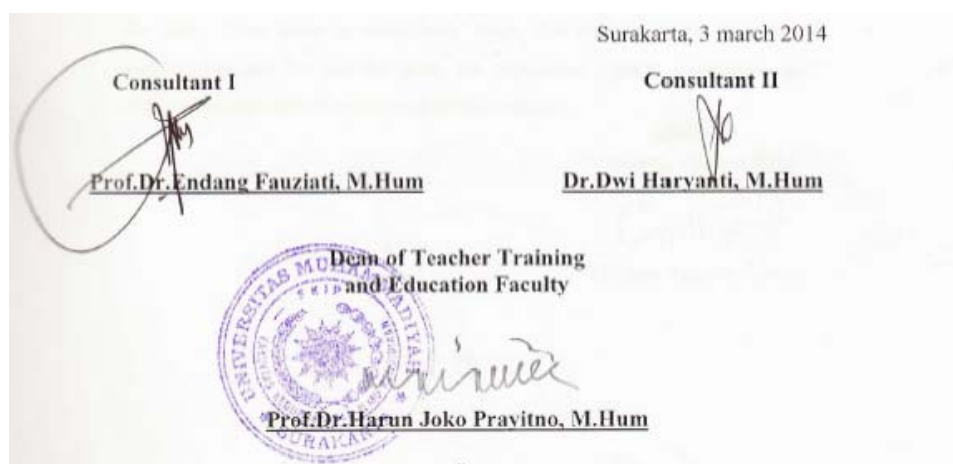
**My group of an Instructional Design; Gayuh, Dian, and Rosa**

## SUMMARY

### 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



## ACKNOWLEDGMENT

In the name of Allah SWT, the Almighty and Merciful, lord of universe, the compassionate and sovereign of the day judgment. Praise to only to Allah SWT, for his abundance blessing, mercies, and guidance, hence the researcher completed writing her research entitled “An Instructional Design for the Teaching of English at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study in 2013/2014 Academic Year”. The researcher is absolutely aware that there are many people helping her throughout this study. Her thanks go to the Director of Graduate School and the Head of English Education Department, who have given the researcher permissions and opportunities to write this research.

The researcher also expresses her sincerest, deepest gratitude to her first advisor Prof. Dr. Endang Fauziaty, M.Hum, second advisor Dr. Dwi Haryanti, M.Hum who have guided the writer with their suggestions, comments, and corrections to finish the research. Without their guidance, support, and supervision, the researcher cannot complete this study.

The researcher also expresses her thanks to Dr Sudarto as the principal of SMP Muhammadiyah 5 who has given the researcher chance to conduct the research in the school, the curriculum vice principal, to the teacher, staff, and students of SMP Muhammadiyah 5 Surakarta.

The researcher also wants to acknowledge a special thanks and gratitude to her parents, and friends who are never tired supporting her during the study. Deep down in researchers’ heart, this research is far from being perfect. The last but not the least, the researcher expects suggestions and criticism for the sake of betterment of this research.

Surakarta, 10 maret 2014



**Cinthya Agustin K**



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