AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT
SMP MUHAMMADIYAH 5 SURAKARTA 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

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

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Judul Skripsi : 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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Surakarta, 4 Februari 2014

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ABSTRACT

The goal of the study is to describe an instructional design for the teaching English at SMP Muhammadiyah 5 Surakarta in 2013/2014. The research focuses on nine components of an instructional design, namely: (1) learning objective, (2) syllabus, (3) instructional material, (4) classroom procedure, (5) classroom technique, (6) teachers’ role, (7) students’ role, (8) media, and (9) evaluation. The type of study is descriptive qualitative, focus on naturalistic approach. The data of research derived from event, documents, and interview script. The techniques of collecting data are organized around these three processes: (a) reducing data, (b) displaying data, (c) drawing and verifying conclusion. 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 such as, 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 observer, 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 such as (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
A. INTRODUCTION

English is one of the languages that are chosen as an international language. It means that English becomes key competencies for every country as communication. Teaching in Indonesia, especially in teaching English, still faces many problems. The problem of teaching not only comes from teachers and learners but also from the curriculum itself. *An Instructional Design* is one of the most important aspects which contribute to teaching learning English can be successful or not.

The implementation of theory and practice within a method such as *Instructional Design* in teaching and learning English process is not easy to do in every school. Teachers and students still face many problems when implementing it. Here, the researcher is interested in conducting an experiment at SMP Muhammadiyah 5 Surakarta, especially limited at first grade. It is located in jl Slamet Riyadi, No 443 Surakarta. SMP Muhammadiyah 5 Surakarta is one of the schools that have an English subject like other schools. In learning English language, learners should be capable in four language skills such as listening, speaking, reading, and writing. The researcher wants to analyze how *Instructional Design* for the teaching of English at SMP Muhammadiyah Surakarta in 2013/2014 Academic Year.

There are three references related to *Instructional Design* for teaching English. They are Al-Mekhlafi’s and Nagaratnam’s Work (2011), Maulidiyah’s Work (2010), and Marita’s Work (2011).

First is Al-Mekhlafi’s and Nagaratnam’s Work entitled “Difficulties in Teaching and Learning Grammar in an EFL Context.” The study aimed to find out whether there are significant differences in teachers’ perceptions of difficulties in relation to their gender, qualification, teaching experience, and the level they teach in school, thus providing insights into their own and their students’ difficulties. Mean scores, and t-test were used to interpret the data. The main finding is reported with implications. The finding of the present study point to the following implications: (1) EFL Curriculum and material developers should show an understanding of learners’ and teachers’ difficulties, and provide sufficient
guide and help in the curriculum document and the teachers’ book showing how the potential difficulties could be addressed in planning their classroom activities. Teacher may be given examples of mediating tasks, which would mitigate the difficulties. (2) EFL teachers would do well to understand and address their learners’ concern in planning their lessons and classroom activities, and use supplementary materials, if necessary, to help learners cope with the difficulties. (3) Both in-service and pre-service training programmers should be planned in such a way that student-teachers and practicing teachers articulate the potential and actual difficulties and discuss ways of overcoming or at least coping with them.

Second is Maulidiyah’s Work entitled “The Teaching of English in the RSBI Class: A Case Study at SMA Negeri 1 Malang.” It aims: (1) to describe the RSBI syllabus which is used in SMA Negeri 1 Malang, (2) to observe the teaching techniques which are used in the RSBI class at SMA Negeri 1 Malang, (3) to describe the kind of instructional materials and media which are used in the RSBI class at SMA Negeri 1 Malang, and (4) 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.

Third is Marita’s Work entitled “The Teaching of English to the Second Graders of ICP (International Class Programs) and Bilingual Classes at Laboratory Primary School of UM.” This study employed a descriptive qualitative design. The subjects of this study were the English teachers of the second grade of
ICP and bilingual classes, 31 students of ICP, and 33 students of bilingual class. The instruments used to collect the data were observation sheet, field note, interview guide, questionnaire, and documentation. All the data gained from all the instruments were analyzed qualitatively and presented descriptively. The findings of this study were as follows. First, the curriculum used for the teaching of English to the second graders of ICP and bilingual classes was full Cambridge curriculum. Though the other subjects, Math and Science, used integrated curriculum, there was no integration of national curriculum in the curriculum used for the teaching of English for the second grade. Then, the syllabus used for the teaching of English for the second graders of ICP and bilingual classes was developed by the English teacher of ICP class. Unfortunately, the syllabus missed two components, which were the instructional media and the learning resource. For the lesson plans, the teachers did not make any lesson plan as recommended by the government. The teachers simply followed the syllabus for their teaching activity. Second, the instructional media used for the teaching of English in ICP and bilingual classes was mainly the workbook. The other instructional media used for the teaching of English in ICP and bilingual classes was not optimal yet. Third, the instructional material used for the teaching of English in ICP and bilingual classes was developed by the English teacher of ICP. Besides, for the enrichment the teachers used the other books such as In Step in ICP and Fun with English in bilingual class. Fourth, the teaching technique used for the teaching of English in ICP and bilingual classes were almost the same, which were reading aloud, reading comprehension, classroom language, dictation, listening to stories and free writing. The last, the assessments used for the teaching of English in ICP and bilingual classes were test and non-test.

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”. Based on statement above, so the components of an Instructional Design should contains learning objective, syllabus, material use, classroom procedure, classroom techniques, teacher’s role, student’s role, instructional material, media use, evaluation.

The researcher raises nine subsidiary of research problems, they are (1) what is the learning objective for the teaching of English?; (2) what is syllabus used for the teaching of English?; (3) what is the instructional material used for the teaching of English?; (4) what is the classroom procedure for the teaching of English?; (5) what is the classroom technique for the teaching of English?; (6) what is the role of the teachers for the teaching of English?; (7) what is the role of the students for the teaching of English?; (8) what is the media used for the teaching of English?; and (9) what is the evaluation model for the teaching of English?

The benefits of the study divided into two parts. Theoretically, the result of this study expected to be able to give information and contribution the development of the knowledge, an academic reference by other researchers to conduct further research and particularly an Instructional Design study for the teaching of English. Practically, the study is expected to enrich knowledge and experience of the researcher and another students especially students of English Education who have interest with an Instructional Design study for the teaching of English.

The position of the current study is the researcher focuses on an Instructional Design for the teaching English which the subject in SMP Muhammadiyah 5 Surakarta in 2013/2014 academic year includes the components of an instructional design itself, such as learning objective, syllabus, instructional material, classroom procedure, classroom technique, teachers’ role, students’ role, media, and evaluation So, this study can extend the previous study and in other research field.
B. RESEARCH METHOD

Type of research used by researcher is descriptive qualitative, especially naturalistic study. Naturalistic can show how teaching learning process of English in classroom about interaction between teachers and students in real and natural situation. The subject study of this research is the English teachers and the students at SMP Muhammadiyah 5 Surakarta in 2013/2014. The names of English teacher at SMP Muhammadiyah 5 Surakarta are Miss H, and Miss D. The researcher observes students at class A which handled by miss H, totally is 33 students, and students at class F which handled by Miss D, totally is 32 students.

There are three sources of the data, such as; event, document, and interview script. The method of collecting data is observation, and content analysis includes documentation and interview. Techniques for analyzing data is reducing data, displaying data, drawing and verifying conclusions. Data validity used is method triangulation and source triangulation.

C. RESEARCH FINDING AND DISCUSSION

The researcher delivers nine components of an instructional design on research finding and discussion, they are 1) learning objective, 2) syllabus, 3) instructional material, 4) classroom procedures, 5) classroom techniques, 6) teachers’ roles, 7) students’ roles, 8) media, and 9) evaluation

Research Finding

Teachers English at SMP Muhammadiyah 5 Surakarta, especially at first grade, the researcher knows that the learning objective at SMP Muhammadiyah 5 Surakarta divided into two namely, a) general objectives, and b) specific objectives. General objective written in curriculum KTSP 2006 is to develop language skills and communicate orally and written to deal with the development of science and technology in facing the globalization era. The specific learning objectives for seven grade are (1) understanding the meaning of transactional dialogues and simple spoken text in the form of descriptive text, (2) explaining the meaning of transactional dialogues to interact with the environments, (3)
understanding the meaning of functional written text and short essay in the form of descriptive text, and (4) explaining the simple meaning in the short functional written text and short essay in the form of descriptive text.

The kind of syllabus used at SMP Muhammadiyah 5 Surakarta is notional-functional syllabus. Notional-functional syllabus is based on learning to recognize and express the communicative function of language and the concept and idea it expresses. The function of notional-functional syllabus is a way of organizing a language learning course and incorporating “real” language into a classroom situation.

The instructional material used at SMP Muhammadiyah 5 Surakarta into three categorizes: (1) printed material: they use handbook of “Simpati” which use KTSP curriculum and text book of “Mandiri” which available in the library; (2) audio material: kinds of audio material use are recording from teacher or native speaker, and song; and (3) visual material: picture, PPT, and video.

Classroom procedure at SMP Muhammadiyah 5 Surakarta found three patterns, such as (1) 3E (exploration, explanation, and elaboration), (2) 4E (engagement, exploration, explanation, elaboration), and (3) 5E (engagement, exploration, explanation, elaboration, and evaluation).

Teachers English at SMP Muhammadiyah 5 Surakarta use several classroom techniques. They were: (a) oral repetition, (b) answering question, (c) role play, (d) previewing, (e) skimming and scanning, (f) prediction, and (g) brainstorming.

The researcher finds some role of teachers, they were: (a) teacher as facilitator, (b) teacher as manager and organizer, (c) teacher as assessor, (d) teacher as prompter, (e) teacher as observer, and (f) teacher as motivator.

During the teaching learning process in the classroom, the learners might play various roles. Their roles were: (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.

Media used by teachers at SMP Muhammadiyah 5 Surakarta are many varieties, such as: (a) picture and images: the form of picture and image is projected slide, (b) white board on the market pens, (c) computer, and (d) video.

Teachers at SMP Muhammadiyah 5 Surakarta use evaluation model such as 1) dialogue completion task, and 2) Multiply choice form. Kinds of evaluations used by teachers at SMP Muhammadiyah 5 Surakarta; they are 1) formative evaluation, such as; daily test, and 2) summative evaluation, such as; mid semester test and final test.

Discussion

Discussion of the research which has conducted at SMP Muhammadiyah 5 Surakarta; it includes 1) learning objective, 2) syllabus, 3) instructional material, 4) classroom procedures, 5) classroom techniques, 6) teachers’ roles, 7) students’ roles, 8) media, and 9) evaluation.

Explicitly, the researcher knows that the learning objective at SMP Muhammadiyah 5 Surakarta can be divided into two kinds, they are: a) general objective, and b) specific objective. The general objectives of teaching learning English is to develop language skills and communicate orally and written to deal with the development of science and technology in facing the globalization era. The specific learning objectives for seven grade are (1) understanding the meaning of transactional dialogues and simple spoken text in the form of descriptive text, (2) explaining the meaning of transactional dialogues to interact with the environments, (3) understanding the meaning of functional written text and short essay in the form of descriptive text, and (4) explaining the simple meaning in the short functional written text and short essay in the form of descriptive text. The strength learning objective which divided into general
objectives and specific objectives make teachers focus on what they will teach. Teachers more creative make the learning objective which appropriate the students need. The weakness is teachers exempt to make learning objective based on their ability which encompass with a syllabus. Regarding with this point, it will raise different perception of learning objective, especially in developing specific objective.

When the researcher’s finding compared to the previous finding, it will be different with the result of finding general objective Mojtahedzadeh M’s and Mojtahedzadeh R’s Work (2012) which learning objective especially for the student high school and institutes, Al-Mekhlaﬁ’s and Nagaratnam’s Work (2011) learning objective for the student programmers, Maulidiyah’s Work (2010) learning objective for the student high school, Marita’s Work (2011) learning objective for the student international class programs and bilinguals class of university of Malang, Hidayat Work (2007) the learning objective for pondok pesantren, and Kuswahyuningsih’s Work (2013) learning objective created for SMK. In this research, the result of observation and documentation of general objective created for teaching English at SMP which is to develop language skills and communicate orally and written to deal with the development of science and technology in facing the globalization era.

The model of syllabus used at SMP Muhammadiyah 5 Surakarta is notional-functional syllabus. Notional-functional syllabus is based on learning to recognize and express the communicative function of language and the concept and idea it expresses. Notion is the context or situation in which people communicate, and function referring to how they communicate. There is a weakness of implementing notional-functional syllabus. The implementation function must be suitable with the notion for language learner, not too difficult and not too simple. So, teachers should be careful in choosing function for students.
The importance of the syllabus and the specific contains of syllabus in the teaching learning process also felt by other researchers’ previous finding. Al-Mekhlafi’s and Nagaratnam’s Work (2011), Maulidiyah’s Work (2010), Marita’s Work (2011), and Kuswahyuningsih’s Work (2013) stated that syllabus, lesson plan, and curriculum are important to teach English and English language teachers would do well to understand and address their learners’ concern in planning their lessons.

The instructional material for the first grade at SMP Muhammadiyah 5 Surakarta is available into 3 categorizes, they are (a) printed material: an instructional material which printed, such as work book MANDIRI book and text book LKS ‘SIMPATI’; (b) audio material: instructional materials which resulted from product of spoken, such as: recording; and (c) visual material: instruction material which focus on sight sense, such as PPT. The strength is varieties material used. The weakness is the material less practice for students.

The materials used for the teaching English is little bit similar with the previous study of Al-Mekhlafi’s and Nagaratnam’s Work (2011) which used supplementary material to develop knowledge, Marita’s Work (2011) which used materials developed by the English teacher, and Kuswahyuningsih’s Work (2013) which divides instructional material into printed, audio and visual material.

English teachers at SMP Muhammadiyah 5 Surakarta implement three procedures in classroom; they are opening activity, main/core activity, closing activity. There are some patterns used by teachers at SMP Muhamadiyah 5 Surakarta, they are: (a) 3E (exploration, explanation, and elaboration), (b) 4E (engagement, exploration, explanation, elaboration), and (c) 5E (engagement, exploration, explanation, elaboration, and evaluation). The weakness is classroom procedure sometime do not concerns with how these functions of the syllabus and activities are integrated into lesson plan and used as the basis of teaching and learning.
This finding of study is little bit similar with the previous study of Kuswahyuningsih’s Work (2013) which differs classroom procedure into three step, they are; opening activity, main activity, and closing activity. Learning cycles’ used by Kuswahyuningsih is genre based approach. The classroom procedure is three patterns namely: BKOF-MOT-JCOT-ICOT, BKOF-MOT-JCOT, and BKOF-MOT-JCOT.

Classroom techniques used by teachers made students more actives. They were: (1) oral repetition, (2) answering question, (3) role play, (4) previewing, (5) skimming and scanning, (6) prediction, and (7) brainstorming. In the implementing of various techniques in classroom, teachers sometime are not able to handle the students’ emotion. Teachers are not able to control the condition of classroom in order to students are not very crowded and noisy in the classroom.

This finding study compared to the previous study. It is little bit similar with Marita’s Work (2011) which focus on teaching technique used for the teaching of English in ICP and bilingual classes were almost the same. There is reading aloud, reading comprehension, classroom language, dictation, listening to stories and free writing; Hidayat Work (2007) which used story retelling, memorizing vocabulary, reading aloud, dictation and translation, discussion, debate, dialog (question and answer), listening to cassettes, doing grammar exercises and drill, game and role -play, speech activity; and Kuswahyuningsih’s Work (2013) which used advance organizer, presentation, classroom practice, role play, comprehension, answer question and reading aloud.

Some roles of teachers English at SMP Muhammadiyah 5 Surakarta, they were: (a) teacher as facilitator, (b) teacher as manager and organizer, (c) teacher as assessor, (d) teacher as prompter, (e) teacher as observer, (f) teacher as motivator.

When the researcher attempts to compare with the other research, it is little bit similar with Hidayat Work (2007) which teacher makes the students understand easier in their teaching. They use their own creativity to make simple
media; and Kuswahyuningsih’s Work (2013) which said that teacher’s roles are facilitator, observer, organizer, and explainer.

Some roles of students are students can plan their own learning program and this ultimately assumes responsibility for what they do in the classroom, learners monitor and evaluate their own progress, learners are members of a group and learn by interacting with others, learner are as tutor other learners, and learners learn from the teacher, from other students, and from other sources. The research finding compared with Kuswahyuningsih’s Work (2013) which said that the student’s roles are processor, performer, and listener.

They use variety medias such as; such as: (a) picture and images: the form of picture and image is projected slide, (b) white board on the market pens, (c) Computer, and (d) Video.

This finding study compared to the previous study. It is little bit similar with Marita’s Work (2011) which focus on instructional media used for the teaching of English in ICP and bilingual classes was mainly the workbook; Hidayat Work (2007) which focus on the media available at PPAA were still picture, audio recorder, and realia; and Kuswahyuningsih’s Work (2013) which focus on the media are grouped into two forms. The first is printed media such as picture, rainbow envelop and colorful letter. The second is unprinted media entails slide, cassette and compact disk.

Evaluation model used by teachers English at SMP Muhammadiyah 5 Surakarta are dialogue completion task, and multiply choice form. Kinds of evaluations used by the teacher at SMP Muhammadiyah 5 Surakarta; they are 1) formative evaluation like daily test, and (2) summative evaluation like mid semester test and final semester test.

This finding study compared to the previous study. It is little bit similar with Marita’s Work (2011) which focus on the assessments used for the teaching of English in ICP and bilingual classes were test and non-test; Hidayat Work (2007) which evaluate the students' achievement, an oral test is administered when
the subject topic has been finished, whereas the written test is only given when it is needed. At the end of each level, the students get an oral and a written examination on grammar and translation and same with the study by Kuswahyuningsih’s Work (2013) which used kind of evaluation involves formative and summative evaluation.

D. Conclusion

Based on the explanation above, the researcher concludes that an instructional design for the teaching English at SMP Muhammadiyah 5 Surakarta which includes the components of an instructional design, such as learning objective, syllabus, instructional material, classroom procedure, classroom technique, teachers’ role, students’ role, media, and evaluation model is good enough. The components of an instructional design are effective and to be able to implement in teaching learning process of English. Teachers use syllabus as guide line for teaching English, so that the teaching learning process cannot work from out guide line and students can improve their ability in learning English language.
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