

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

English language is spoken by millions of people worldwide. English is one of language that is chosen as international language. It means that English become key competencies for every country as communication. That is why, English become part of curriculum is every schools. English is one of important subject matter in teaching learning language.

Teaching in Indonesia especially teaching English still faces many problems. The problem of teaching not only comes from the teacher and the learner but also that curriculum itself. Various attempts have also been made to explore more systematically the relationship between theory and practice within a method but in real it cannot implement or different implementation. *An Instructional Design* is one of the most important aspects which contribute a 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 Rothwel 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.”

From explanation above, we can comprehend that *an Instructional Design* should contain a goal of teaching learning process, ways to develop students' achievement, method of teaching learning process, etc. So, the components of *an Instructional Design* should contains syllabus, learning objective, material use, teaching procedure, teachers' role, students' role, instructional material, media use, evaluation, etc.

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. Teachers and students still faced many problem when implement it. Here, the researcher wants to conduct an observation at SMP Muhammadiyah 5 Surakarta. It located in jl Slamet Riyadi, No 443 Surakarta. SMP Muhammadiyah 5 Surakarta 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 Surakarta 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 language 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 5 Surakarta is one of Muhammadiyah School which teach English Language

From some aspects needed to consider in designing *an Instructional Design* for the teaching of English and paying attention to that explanation above, the researcher conducts a research entitled: **“AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT SMP MUHAMMADIYAH 5 SURAKARTA: A NATURALISTIC STUDY IN 2013/2014 ACADEMIC YEAR”**

### **B. Limitation of the Study**

In order that the study can be deeply examined, the researcher needs to limit the study as follow: the study limited only focus on analyzing how *an Instructional Design* for the Teaching of English at SMP Muhammadiyah 5 Surakarta in 2013/2014 academic year, especially in first grade.

### **C. Problem Statement**

Based on the background knowledge of the study above, the researcher formulates the following research problem: How is the *Instructional Design* for the teaching of English at SMP Muhammadiyah 5 Surakarta Academic Year 2013/2014?

Subsidiary Research Question :

(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?

#### **D. Objective of the Study**

In carrying this research the researcher formulates the objectives of the study as follows are:

- (1) to describe the learning objective for the teaching of English,
- (2) to describe the syllabus used for the teaching of English,
- (3) to describe the instructional materials used for the teaching of English,
- (4) to describe the classroom procedure for the teaching of English,
- (5) to describe classroom techniques for the teaching of English,
- (6) to describe the role of the teachers for the teaching of English,

(7) to describe the role of the students for the teaching of English,

(8) to describe the media used for the teaching of English, and

(9) to describe the evaluation model for the teaching of English.

### **E. Benefit of Study**

The researcher really hopes that this research has some benefits. These benefits of this study will be distinguished into two benefits:

#### 1. Theoretical benefits

The result of this study is expected to be able to give information and contribution for 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.

#### 2. Practical benefits

The study is expected to enrich knowledge and experience of the researcher and another student especially students of English Education who have interest with an *Instructional Design* study for the teaching of English

### **F. Research Paper Organization**

In this research the writer constructs the research paper into five chapters.

Chapter 1 is introduction, which consists of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II are previous study and underlying theory that relates to theoretical review that consists of the notion of *an Instructional Design*, notion of learning objective, syllabus, instructional materials, classroom procedures, classroom techniques, roles of teacher and student, media, and evaluation models

Chapter III is research method that deals with type of research, subject of the study, object of the study, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is result of the research and discussion that consists of the result to describe *an Instructional Design* for the teaching of English by the English teacher about to describe learning objective, syllabus, instructional material, classroom procedure, classroom technique, teachers' role and students' role, media, evaluation model for teaching of English at SMP Muhammadiyah 5 Surakarta.

Chapter V is conclusion, pedagogical implication, and suggestion that concerns with the conclusion of the research finding made by the writer and completed by suggestion.