ENGLISH INSTRUCTIONAL DESIGN FOR
ACCELERATION CLASS OF SENIOR HIGH SCHOOL
OF THE ASSALAAM ISLAMIC BOARDING SCHOOL

ARTICLE
Submitted as a Partial Fulfillment of the Requirements
For getting Bachelor Degree of Education
In English Department

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FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014
APPROVAL

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This Article has been approved by the advisors on February 21st 2014

Surakarta, February 21st 2014

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Naskah artikel tersebut layak dan dapat disetujui untuk dipublikasikan.

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Surakarta, 27 Februari 2014

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ABSTRACT

The objective of this paper is to describe the English instructional design for acceleration class of Senior High School of the Assalaam Islamic Boarding School. Some components involved are the general and specific objectives, syllabus model, type of learning and teaching activity, learner’s role, teacher’s role and instructional material. The type of this research that is used by the writer is qualitative research. The writer applies the naturalistic approach. The data for this research are field notes taken by the researcher during the observation, documents and interview to related parties. This research is the teacher of acceleration class of senior high school of the Assalaam Islamic Boarding School. The data are analyzed using naturalistic approach by describing some aspects. The study shows that the syllabus which is used by the teacher is the notional-functional syllabus. The objectives of learning are general and specific learning outcomes. The instructional material is divided into two, printed and visual materials. Teacher’s roles are as facilitator, manager and organizer, assessor, prompter, observer, investigator and researcher. The learner’s roles are as performer, peer-mentor, observer, team member work and writer. The classroom procedure is two patterns namely: BKOF-MOT-JCOT-ICOT and BKOF-JCOT-ICOT. The classroom activities are advance organizer, presentation, discussion, role play, answering questions, reading aloud and conversation practice. The media used are unprinted media such as LCD, screen projector and computer. The evaluation models are multiple choices, essay, matching and oral performance. The kind of evaluation is divided into two; summative evaluation and formative evaluation.

Keywords: Instructional Design, Teaching, Learning, Acceleration Class
INTRODUCTION

The society's concern nowadays is to ensure not only the quality of the education their children obtain but also the time spent to finish the study. Therefore, the idea of having acceleration opportunities in education attracts people very much. Besides that, the government also allows schools to provide acceleration opportunities for gifted students.

To face nowadays challenge, the existence of English is obviously considered necessary in many fields such as politics, economic, business, tourism, technology, social and culture. It has become major media as the bridge of international communication. The role of English is delivering the language learner become easier to unearth knowledge, network, and connection. The communication among nations in the world will be intensive and highly engaged to English.

Accelerated program is the fastest way and scientific method to learn which is considered to be modern movement in education and training (Suyatno, 2009). Hendrawati (2012) stated that acceleration program is a program which conducts the students who have high ability to finish their study faster than the time decided in each level. According to those meaning, accelerated learning makes learning faster, three years become two years. The students will do many tests to join this program. Accelerated classes should only be inhabited by 15 to 20 students who have high intellectual talents; the students have been through some stages of selection which is held by the school. Acceleration students must pass the lessons learned for 6 months in 3 months. So, the target of finishing three years learning can be finished in two years.

Teaching in acceleration class is obviously different from regular class because the acceleration class is purposed to make the students graduate faster than regular students. But, teaching in the acceleration class is not thoroughly different with teaching in regular class. As everybody knows that acceleration class is different with regular class, although, basically, the curriculum, materials, and teaching equipments in the acceleration class are same with regular class.
Richard and Rodger (2001:20) argued that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. Depart to those theories; the existence of instructional design is obviously needed in English teaching. Some components involved are the general and specific objectives, syllabus model, type of learning and teaching activity, learner’s role, teacher’s role and instructional material. All of the aspects have 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. Therefore, the success of attaining English cannot be separated from the instructional design. Moreover, English teaching as a foreign language is absolutely needed because twenty-first centuries come and spread great upon society to bring a change. To prepare the future challenge, children should be equipped with skill to overcome the problem of their lives and their learning (Fisher, 1992).

Regarding with the instructional design of English teaching in acceleration class of Senior High School at the Assalaam Islamic Boarding School, the writer wants to know the instructional design used in teaching the acceleration class in this boarding school. Assalaam Islamic Boarding School is a boarding school which gives the students both Islamic knowledge and science. This boarding school also assigns all the students there to use English and Arabic to communicate each other. Moreover, not all high schools in Sukoharjo has acceleration program. Acceleration class of Senior High School at the Assalaam Islamic Boarding School is one of special class for gifted students in Assalaam. In Assalaam Islamic Boarding School, especially senior high school, the school gets grade “A” in accreditation which is held by BAN (National Accreditation Foundation) at 2008 has got ISO certificate and it has a sister school relationship with Turkey.
The English Instructional design for acceleration class of Senior High School of the Assalaam Islamic Boarding School is fascinating to be studied because the teaching learning process of English is occurred in many aspects of instructional design. Therefore, the researcher decided to deliver the study entitled “English Instructional Design for Acceleration Class of Senior High School of The Assalaam Islamic Boarding School”.

Based on the theory of instructional design, the objective of the research was to describe the instructional design of English for acceleration class of senior high school of the Assalaam Islamic Boarding School which consists of the consists of the syllabus, learning objectives, instructional materials, teacher’s role, learner’s role, classroom procedure, classroom activities, media, and evaluation.

Several researchers have conducted the study of instructional design of English teaching, namely: Syarif fanani (2011), Hartuti (2012), Harun (2011), and Fatmawati (2010).

Syarif Fanani’s work (2011) entitled “Method of Teaching English at Assalaam Junior High School”. The result of the study is that there are three methods which are implemented by the teacher in English teaching-learning process of Assalaam Junior High School. They are, Direct Method (DM), Audio Lingual Method (ALM), and Total Physical Response (TPR). In Direct Method, the objective is to build up oral communication skill between the students by reading and practicing conversation between the teacher and the students. In Audio Lingual Method, the objective is to create communicative competence by giving extensive repetition and drilling to the students. In Total Physical Response, the objective is to make the teaching-learning process more enjoyable, fun, and less stressful.

Hartuti’s work (2012) entitled “Teaching Learning Process of English at SMK Negeri 6 Surakarta: An Ethnographic Approach”. The research findings of the 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) Institution of Local Education (DISDIKPORA Daerah) should give an addition of the frequency to
conduct the seminars, trainings 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.

Harun’s work (2011) conducted the research entitled “English Teaching and Learning Process in Public Elementary School: A Descriptive Study in Kecamatan Cileunyi”. The result which are revealed that all of the respondents agreed that teaching English to elementary school students should prepare the students for further levels of education and introduce English earlier to the students. Meanwhile, there were activities which can be said to be the most popular because they were almost carried out by the majority of the respondents. These were among others, starting the class straight to the topic; giving the students pronunciation drills; applying copying technique; and applying part of the exercises from the textbook with some necessary changes. Moreover, the most popular form of assessment was oral and written test, and assessment of students’ writing. Finally, the problems mostly are identified by the teacher’s self and the problems are the lack of facility at school, the lack of parents’ attention and support to their children in learning English.

Fatmawati’s work (2010) entitled “The implementation of Contextual Teaching and Learning (CTL) in Teaching of English: A Qualitative Study at SMK Negeri 6 Surakarta”. The results of the study were (1) English teacher at SMK Negeri 6 Surakarta perceived that CTL was a teaching and learning approach in which the materials are closely related to the students’ real lives, (2) CTL has been well implemented in the teaching-learning process of English. It was viewed from objective, syllabus, teaching strategy, and procedure, teaching materials and teacher’s roles, (3) The difficulties which are faced in CTL process are teacher’s difficulties in managing time, students’ lack of competence in language skill and student’s difference in following teaching learning process, (4)
To overcome the difficulties which are faced, the teacher tried to adjust the teaching pattern constantly and enriched the knowledge and teaching competence.

Depart to the previous differences; the position of current research is to extend some previous researches that have been conducted. The current research is original because the position of the current researcher focuses in describing the English instructional design used by the teacher of acceleration class of Senior High School of The Assalaam Islamic Boarding School. The object is the teacher of acceleration class of Senior High School of The Assalaam Islamic Boarding School in 2013/ 2014 academic year. The current study uses ethnography approach to explain about the syllabus, learning objectives, instructional material, teaching technique, teacher’s role, learner’s role, classroom procedure, media, and evaluation.

**RESEARCH METHODOLOGY**

The type of this research that is used by the writer is qualitative research. The type of this research that is used by the writer is qualitative research. Denzin and Lincoln (2005: 3) claimed that qualitative research is conducted activity which locates the researcher in the world. It consists of a set of interpretative material practices. Those things turn the world into a series of representations such as field note, interviews, conversation, photographs, recordings and memo to the self.

The writer applies the naturalistic approach that seeks to understand phenomena incontext-specific settings. It means that the writer uses the natural setting as the source of the data. The classic form of data collection in naturalistic or field research is observation in the context of a natural scene.

The research is held at acceleration class of Senior High School of The Assalaam Islamic Boarding School. The method of collecting data is observation, interviews and document analysis. The data collection is triangulation. It is carries out event, informant and document. The techniques of analyzing data are data reduction, data categorization, synthesis, and arrange work proportionally.
RESEARCH FINDINGS AND DISCUSSION

There are six major matters in the research findings. First is the syllabus in English Instructional Design. Second, learning objectives applied in English Instructional Design. Third, the instructional material used. Fourth, the teaching design which includes teacher’s role, learner’s role, classroom activity, classroom procedure and media. Fifth is the evaluation.

Syllabus which is applied by the English teachers at Acceleration class of Senior High School of Assalaam Islamic Boarding School is stated on School Based Level Curriculum which is familiar with KTSP. It is operational curriculum which is designed and operated by each unit level of education. It orients on the result and impact coming out from the students themselves by varieties of meaningful experience that can be manifest in accordance to their needs.

Syllabus is mentioned as one of the component of KTSP 2006 Curriculum. In other words, the principle of syllabus is adapted from KTSP Curriculum. According to Sudira (2006) stated that KTSP is an operational curriculum developed and implemented in its level of education. KTSP consists of the goal of education, structure and content of curriculum, education calendar and a syllabus.

Depart to the underlying theories and data from document, the syllabus used for Acceleration class of Senior High School of The Assalaam Islamic Boarding School is called the notional-functional syllabus. Here, there are two English teachers for each class in Senior High School. The first teacher will focus on writing skill and speaking skill and another will focus on grammar and reading skill. Although the skills are separately taught, the teachers keep contacting each other in order to make their teachings balance. For example, the reading skill and writing skill are taught by different teacher but the two teachers keep communicating each other so they won’t repeat teaching the same material.

The researcher found that the syllabus used by the school is the notional-functional syllabus. The models of syllabus are the same with Hartuti’s work (2012) and Harun’s work (2011) which the result is the functional syllabus which the result is the functional syllabus.
Learning objectives are general statement which is intended effort in language program. There are two learning objectives which have been explained in chapter 2 based on Richard’s Theory. Curriculum goals are general statements of intended outcomes of language program and represent what curriculum planner believe to be desirable and attain the purpose of program based on the constrains which are revealed in the need analysis (Richard, 1997: 56). The objectives of English teaching-learning in Acceleration Class of Senior High School of The Assalaam Islamic Boarding School are divided into two, general objectives and specific objectives.

The KTSP curriculum states that the general objectives of English teaching are using English having communication such as listening, expression oneself, presenting opinion, delivering information and developing logic and critical thinking ability.

The specific objectives of English teaching-learning in Acceleration Class of Senior High School of The Assalaam Islamic Boarding School are: 1) For speaking skill in are able to show the expression of offering service, giving suggestion, curiosity, promises, accusing, confessing, complaining, possibility and probability, commanding and their responses using the right grammar and intonation. 2) There are six texts that include the material of English for twelfth grade, they are banner, poster, pamphlet, narrative text, explanation text, and discussion text. The Specific objectives of English teaching-learning are supposed to master those six texts. The specific objectives for reading skills are able to understand the social function of the text, analyze the structure of the text, realize the language features used in the text and find the meaning of the difficult words using the context of the text and the most important thing is the students are able to answer questions based on the text. 3) The specific objective of the writing skill for the teaching learning process for writing skill is able to write the text or make the student’s own text using the right grammar, structure and language features.

The writer concludes that the general objective of the English teaching learning process is not only aimed to be used to communicate in the student’s daily life but also it can give promising chance for them to find a better job in the
future. The conclusion of the specific objectives of the English teaching at acceleration class of senior high school of Assalaam Islamic Boarding School is that it depends on the material the teacher wants to give to the student and the activity the teacher wants to use in the teaching learning process. The specific objectives are usually written on the lesson plan made by the teacher before start teaching.

The finding of learning objective in the current study is different with Hartuti’s work (2012) and Fatmawati’s work (2010) which concerned about the objectives of learning English at Vocational High School, Anni’s work (2013) and Fanani’s work (2011) and which concerned about the objectives of learning English at junior high school level, Harun’s work (2010) which concerned about the objectives of learning English at elementary school level and Dennis’ work (2012) concerned about the objectives of learning at Military at Royal Military College in Kingston, Ontario.

Richard (2001: 208) argued that instructional materials are generally served as basic for many language inputs for learners to receive and practice language that occurs in the classroom. These may take the form such as (a) Printed materials such as book, workbooks, worksheet, (b) Unprinted materials such as cassette or audio materials, videos, computer based material, and (c) Material that comprises both print and non print source as self access materials and materials on internet.

The instructional materials which are used at acceleration class of senior high school of The Assalaam Islamic Boarding School are categorized into printed material and visual material. Printed material is a term which refers to the materials which are printed using printers and published by publishers. It can be handbooks, worksheets, handout and other publicity materials. The printed materials which are used at acceleration class of senior high school of The Assalaam Islamic Boarding School are handbook and worksheets.

Based on the observation of the researcher from November 2013 until February 2014, the researcher found that the hand books used by the teacher are Look Ahead written by Sudarwati and Grace and this book is published by Erlangga publisher, Contextual English written by Bambang Sugeng and Noor
Zaimah and this book is published by Tiga Serangkai Publisher, Menegerti Bahasa Inggris SMA/ MA written by Otong Setyawan and published by Yrama Widya on 2008, English Grammar Practice for TOEFL written by Dhany R Cysco and published by Puspa Swara on 2000, Buku PR Bahasa Inggris Untuk SMA/ MA Written by Cicik Kurniati and Yuniarti Dwi Arini and published by Intan Pariwara on 2012. The books mentioned above are both the teacher’s handbook and the students’ handbooks.

The worksheets are sheets of paper or on computer which involves sheets of questions, close procedure text maps to aid the learners with their exercise. The student often uses worksheets to review what has been taught by the teacher in the class. The worksheet is published by one of the teacher Mr. Sular Badarudin, S. Pd., one of English teacher in Assalaam Boarding school and the leader of English MGMP (Musyawarah Guru Mata Pelajaran) at Senior High School of Assalaam Boarding School. And the second worksheet is Detik – Detik Ujian Nasional 2014 which is published by Intan Pariwara.

The last is handouts. A handout made by the teacher which is the material is about grammar and genre. The handouts are compiled by the teacher and used by the students to complete their book. It is usually consists of the summary of so many materials and the materials are summarized by the teacher.

The last instructional material which is applied in acceleration class of senior high school of The Assalaam Islamic Boarding School is visual material. The material concerned with seeing and sight. The implementation of visual materials is showing slides on power point. The goal of the teacher using this material is to attract the learner’s interest and make them engage to the materials so the learners can master the materials well.

The current study lines with Richard’s theory (2001: 208). The current finding is the same with Hartuti (2012) which encompasses the same instructional materials such as handbooks, slides and handouts. The finding is different with Fanani (2011) he focused on describing the method of teaching English at junior high school. The current study is a different with Anni’s work (2013) which
encompasses more various instructional media such as guitar, tape recorder and keyboard.

The principles were applied at acceleration class of Assalaam Islamic Boarding School founded on observation November 2013 – February 2014. To illuminate the instructional design, there are five aspects which have been chosen for discussion, are namely: a) Teacher’s Role, b) Learner’s Role, c) Classroom Procedure, d) Classroom activity, and e) Media.

Teaching is usually regarded as an activity of knowledge transfer between learner and teacher in order to make a change for a better world. Teacher’s role is the main factor which provokes the learner attains their achievement in instructional design. Hammer (1978: 56) defined that the role of teacher in instructional design are as facilitator, manager and organizer, assessor, prompter, observer, investigator and researcher. Based on the observation done by the researcher from November 2013 – February 2014, there are many roles of teacher in acceleration class of Assalaam Islamic Boarding School. The roles of the teacher always alter from one activity to another. The roles of teachers at acceleration class of Assalaam Islamic Boarding School are as facilitator, manager and organizer, explainer, assessor, prompter and observer.

The role of the student is concerning the learning activities undertaken. It is attached in teacher’s roles. Based on the writer’s observation, there are some learner’s roles found during the observation done from November 2013 – February 2014, they are the learner’s roles as performer, peer-mentor, observer, team member work and writer.

Based on the writer’s observation and in the acceleration class of Senior High School of Assalaam Islamic Boarding School and interview with the teachers of this class, procedure is an ordered sequence of technique is applying classroom procedure. The classroom procedure used is adapted from GBA (Genre Based Approach) which was declared by Rodger in Fauziati (2008), which consists of some steps BKOF, MOT, JCOT, and ICOT.

The procedure particularly emphasized on the way of method manages the presentation, practice and feedback of stage of teaching. Richard and Rodger
(1986) argued that at the level of procedure, they concerned with how these task and activities are integrated into lesson and used as the bases of teaching and learning.

The writer finds that the teachers of acceleration class of Senior High School of Assalaam Islamic Boarding School have used the GBA procedure in teaching in the classroom. Based on the research findings, the teacher used the GBA (Genre Based Approach) which has four steps Building knowledge of text (BKOF), Modelling of Text (MOT), Joint Construction of the text (JCOT) and Independent Construction of Text. The researcher found that the teacher did not use all the steps in teaching the students. There are two patterns used by teacher in teaching. The first pattern is the teacher used all steps of the Genre Based Approach stages and the second pattern is that the teacher used only three stages of Genre Based Approach, they are BKOF, JCOT and ICOT.

Richard and Rodger (1990) stated that teaching must consist of learning activities like pair work or group work, practice with the text, free conversation and dialogue work. The writer gets the view that classroom activities are mixing or integrating between students and teacher activities. There are several classroom activities found in acceleration class of Senior High School of Assalaam Islamic Boarding School. The activities unearth that the teacher encourage them to be active in learning process. The classroom activities are described in each stage. At the beginning of the lesson, the teacher opens meeting by saying Salaam to the student. Then, teacher checks the attendance and review the previous lesson.

The activities of the teaching learning found in the English teaching learning for reading in acceleration class of Senior High School of The Assalaam Islamic Boarding School are advance organizer, reading aloud, and answering questions. The activities of the teaching learning found in the English teaching learning for speaking in acceleration class of Senior High School of The Assalaam Islamic Boarding School are presentation, role play, and conversation practice. The activity of the teaching learning found in the English teaching learning for writing in acceleration class of Senior High School of The Assalaam Islamic Boarding School is composing a text in Group.
Teacher’s roles at acceleration class of senior high school of Assalaam Islamic Boarding School vary. They are facilitator, manager and organizer, explainer, assessor, prompter and observer. The English teacher has awareness of their roles to aid the learners to attain their ideal objectives by enduring them continuously to study hard. It is different from Harun’s work (2011) that they emphasize on the role of motivator and explainer. The researcher tries to compare to Fatmawati’s (2010) and Fanani’s (2011) finding, there are a lot of similarities with it. It is different from Dennis’ (2012) finding that the instructor's role is to maintain learner curiosity and to resolve learner frustration in the event the learner becomes confused or overwhelmed while searching for answers to questions presented. The learner’s roles in elementary school as stated by Harun (2011) are as the participant and listener. After that the researcher compared the current finding with Fanani (2011) and Hartuti (2012) there are a lot of similarities in learners’ roles.

Classroom procedure of the current research is the Genre Based Approach. It is different with Hartuti’s (2012) and Fatmawati’s (2010) work which the classroom procedure is PPP/ three phase technique. Classroom activities of the current research are almost the same with the research of Hartuti (2012).

Media is one way to make the teaching-learning process more attractive to the students, so they can understand the material. Media is things that can be distributed as the message from the sender to receiver to inspire the sense, mind, and attention and students interest in fabricating instructional design successfully. The research finding during the observation from November 2013 – February 204 is that some media used by the teacher in teaching in unprinted media such as LCD, screen projector and computer.

Harun (2012) stated the media applied were tape recorder. The current finding conducts varieties of media used by the teacher to motivate the learners in teaching learning process such as LCD, computer, laptop which are very popular among the teachers nowadays.

Evaluation is a device to measure the student’s achievement in the class. there are three kinds of evaluation which were applied in the acceleration class of senior
high school of Assalaam Islamic Boarding School. They are formative test and final test. The formative test was tested after the teacher finished explaining one material or some materials or it is held after the students have fulfilled the basic competence. The final is conducted at the end of semester. The model of evaluation is multiple choice, essay, oral performance (presentation) and composing in group.

The current finding is that there are two type of evaluation used in acceleration class are summative and formative evaluation. And the types of evaluation are multiple choices, essay, matching and oral performance. It has similarity about evaluation from Hartuti (2012). Her study also engages the summative and formative evaluation. But there is a little differences with the current study. It is also different from the type of evaluation, middle test and final test.

CONCLUSION

Based on the observation from November 2013 until February 2014, the writer found that the teachers (Mrs. Indah and Mrs. Pertapa) use the notional-functional syllabus in the English teaching learning process in acceleration class of Senior High School of Assalaam Islamic Boarding School. The syllabus is based on the KTSP Curriculum which is published by PUSKUR BALITBANG.

The learning objectives are divided into two, namely: 1) the general objectives and 2) the specific objectives. General objectives refer to the teaching learning description of KTSP curriculum. Specific learning objectives are represented on the lesson plan and stated as the indicators.

There are a lot of instructional materials; they are printed, unprinted, audio and visual material. The teacher used handbook, worksheets, slides and cassette to transfer knowledge. The teachers made preparation in facing teaching learning process well. The existence of the instructional materials attracted the students to learn more joyful and they can understand the materials easily.

Implementation of the classroom procedure is applied in the study involving the building text of knowledge, modeling text, joint construction of text and
independent of construction of the text. Those are adapted from genre based approach (GBA).

Classroom activities are the other vignette to make students pay attention to the teacher’s explanation and to make them attracted to the material the teacher want to deliver. The teacher has to apply various activities and also develop them to make the learners’ interest in studying increased. The classroom activities which had been applied by the teacher are advance organizer, answering questions, role-play, and conversation practice, composing in group, discussion and reading aloud.

The essential role of the teacher is to build the classroom activity. The teacher has so many roles in the class. And the teacher’s roles found in the acceleration class are as facilitator, manager and organizer, explainer, assessor, prompter and observer. And the learner’s participation in the teaching learning process is called the learners’ role. The learner’s role found the acceleration class is as performer, peer-mentor, observer, team member work and writer.

Evaluation is a device to measure the student’s achievement in the class. There are two kinds of evaluation which were applied in the acceleration class of senior high school of Assalaam Islamic Boarding School. They are formative test and final test. The formative test was tested after the teacher finished explaining one material or some materials or it is held after the students have fulfilled the basic competence. The semester test is conducted at the end of semester. The model of evaluation is multiple choice, essay, oral performance (presentation) and composing in group.

Based on the observation, interview and document analysis; the researcher concludes that some aspects of instructional design of English teaching in acceleration class of senior high school of Assalaam Islamic Boarding School are appropriate with the theories.
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