

**INSTRUCTIONAL DESIGN FOR TEACHING WRITING AT
DEPARTMENT ENGLISH EDUCATION AT MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



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Abstract

The study is aimed at observing the instructional design for teaching writing at Muhammadiyah University of Surakarta. In this research, there are nine components of instructional design, namely: (1) learning objective. (2) syllabus. (3) roles of instructional material. (4) classroom procedure. (5) classroom technique (6) teacher's role. (7) learner's role. (8) media. (9) assessment model. The type of the study is descriptive qualitative. In this research, the data are derived from event, informant, and field note. There are three techniques of collecting data, namely: observation, interview, and document. The techniques of analyzing data are data reduction, data display, and verification/conclusion. The result of the study, such as: (1) There are two learning objectives of teaching writing especially in teaching writing namely: general objective and specific objective. In general learning objective based on competence standard is taken from syllabus. In specific learning objective of teaching English is written in basic competence is taken from syllabus (2) The type of syllabus is structural or grammatical syllabus. (3) The instructional material of writing is based on the syllabus, the lecturers use printed material which taken from writing 1 student's copybook. The material of writing skill in Muhammadiyah University of Surakarta is paragraph text such procedure text. (4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and (Exploration, Explanation, Evaluation) (5) teaching technique used in teaching English are The lecturer uses some techniques in prewriting such as brainstorming, free writing, questioning, listing, and clustering. It discusses a topic about procedure text, probes in prewriting, drafting, and revising. The lecturer uses the instructor feedback and peer-editing. (6) The teacher's role are as facilitator, as classroom manager, as instructor, as consultant, and as evaluator. (7) the learner's role are learners monitor and evaluate their own progress, learners learn from the lecturer and learners from the student's presentation. (8) The media used in teaching learning process is used student's copybook as printed media (9) assessment model used are homework, mid test and final test.

Key words: *Instructional design, Teaching learning Process, naturalistic, English*

A. Introduction

In modern era, English becomes important thing for human to communication. English have four skills that have's student capability in teaching-learning process. Skill in language consists of: listening, reading, speaking, and writing. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which is the department of English Education. Learning English, The student Muhammadiyah University of Surakarta especially at writing subject in first semester should learn writing skill. Nunan (2003: 88) states that writing skill is the specific ability to help the writers put the thoughts into words in meaningful form and to mentally interact with the message.

In teaching learning process Muhammadiyah University of Surakarta (UMS) different from high school. In school the teacher is more dominating in the activity of learning while university students are required to be active in the learning process.

Learning is a process of interaction with educators and learners learning resources in learning environment. In the context of education, lecturer teaches the students to become master the subject content, to achieve a specified objective (cognitive), can also affect the change in attitude (affective), and skills (psychomotor) of a learner.

The quality of learning depends on learner motivation and creativity of teachers. Learning is supported by highly motivated teachers who are able to facilitate the motivation to carry on the successful achievement of learning targets. Learning targets can be measured through changes in attitudes and abilities of students through the learning process. good instructional design, supported by adequate facilities, coupled with the creativity of teachers will make students more likely to reach the target of learning.

The instructional design of teaching writing in university and the senior high school is very different. This problem is make analyse the activity of the the general design and specific objectives of the method for teaching writing. In

teaching learning process, a teacher needs a framework to the lesson. A framework in teaching-learning process teacher need to prepare, such as: learning objective, syllabus, material use, procedure, classroom techniques, teacher's role, student's role, assessment model and media used.

Instructional Design according to Richard and Rogers (2001: 28) argues that is the framework which the teacher takes the planned learning and teaching action to a lesson. Instructional Design is a particular set of elements in teaching-learning which should be prepared to reach the efforts of learning. Based on definition above, The writer concludes that an Instructional Design is a systematic process, effective, and efficient to create system of instructional which use to solve learning problem or to develop learners performance through process of activity identifying problem, development and evaluation.

The purpose of teaching-learning process is interaction between teacher and student in learning. Teaching is the process an action of the teacher in teaching learning process. According to Harmer (1998:31) states that teaching is defined as the way that learning happens and the process of transferring the knowledge. Teaching is the process of transferring knowledge and skill to the students.

Writing skills is one of the four language skills that have the important thing for the improving student ability. Writing is part of language skills that needs good capability. Brown (2000: 335) states that there are some traditional criteria of good writing supposed to “ (1) meet both standards of prescribed english rhetorical style, (2) reflect accurate grammar, (3) be organized in conformity with what the audience would consider to be conventional “. Writing can describe language someone, because with writing we can see what composing words into sentences that went into a paragraph. So writing closely related to the ability mastery vocabulary and grammatical.

Writing skills include productive or produce other than speaking skills. The student should attend the vocabulary and grammatically. Not only for improving student ability, but also writing is one of them media to communication. Writing is the skill that must be possession in our life. Nunan

(1999:25) states that the main procedure of the product approach teaching writing involve imitating, copying, and transforming models provided by the teacher and emphasizing the error free final product.

Writing is not easy to do especially for the beginners. The student feel difficulty when they become first english writing. it is caused of almost every student does not have experience about writing. It is make them confused determine the word that will be choice to make good paragraph. Leki (1996: 173) states that the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation error. Student will get good marks if the texts are free from errors or have only just very few errors. Consequently, then, the students write very cautiously in their second language. Therefore, they often avoid writing they cannot control. Then because writing english is the second language after first language is Indonesia language. It is one of them cases that student's have.

To study english, students must learn four skill, There are namely speaking, reading, listening and writing. Writing skill is the most difficult skill for the student. According to Murcia (2002: 67) writing which has always occupied in English language course, and important role in language learning and language acquisition. In the teaching learning process of English in education, students must master four skills in order that they can understand English maximally.

Teaching of writing in muhammadiyah university of surakarta have three process of writing. Brown (2000: 34) states that process writing approach tends to be framed in three stages of writing. There are prewriting, drafting and revising. The type of prewriting, according to (Brown, Cohen, & O'Day, (1991: 349)) consists of: brainstorming, freewriting, and journal. Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Free writing is a technique to generate ideas. It should be used as a beginning, as an initial exploration of the ideas that the writer has about a topic.

B. Research method

In this study, the writer uses descriptive qualitative research especially naturalistic research. The subject of the research is the lecturer and the students at Muhammadiyah University of Surakarta. The lecturer is Mr. Muslimin that teaches I class and total of the students are 40. The object of the research focuses on an instructional design for the teaching writing at department english education at muhammadiyah university of surakarta, The component of an Instructional Design which includes syllabus, learning objective, instructional material, classroom techniques, classroom procedures, role of the student, role of the teacher, teaching media and assessment model. The data are taken from event, informant, and field note. The method of collecting data are observation, interview and document.

C. Finding and discussion

There are nine components in the research findings and discussion, namely; Learning objective, syllabus, instructional material, classroom procedure, technique, teacher's role, learner's role, media and assessment model.

Based on observation Muhammadiyah University of Surakarta uses syllabus, there are two kinds of learning objective, namely general and specific objective. From the data that written in syllabus especially in competence standard and the result of observation and interview the general objectives in Muhammadiyah University of Surakarta: the students are expected to comprehend the sentences and expected to write sentences based on the functional and genre-based text. The specific objective is taken from syllabus in basic competence. It explains the process of learning which will be reached by the learner called indicators. The learning objective of teaching writing for first semester student in writing I that written in syllabus is: To master sentences with the correct punctuation, spelling, and capitalization in a text, to master simple sentences in a text, to master compound sentences in a text, to master complex sentences in a text, to master compound-complex sentences in a text, to master sentences of present, past, and future tenses in a text, to master declarative sentences in a text, to master interrogative sentences in a text, to master imperative sentences in a

text, to master exclamatory sentences in a text, to master passive sentences in a text, and to master reported speech in a text.

Syllabus is important thing for teaching learning process. It contains the materials that will be taught in teaching learning. Syllabus is easy for the lecturer to prepare the material before teaching in the classroom. The type of syllabus of teaching writing in Muhammadiyah University of Surakarta is grammatical syllabus or structural syllabus. The content of syllabus is based on the language teaching that is a collection of the forms and structures usually grammatical of language being taught. The content of syllabus, based on the document analysis, the syllabus involves school identity, subject, standard competency, code competency, and the component of syllabus involves basic competency indicator such as learning outcome, instructional material, learning activity, learning assessment, time allocation and source of learning.

The importance of syllabus is also felt by other teacher in previous finding. The finding of amirah's work (2012) at Muhammadiyah University of Surakarta. The teacher uses type of syllabus is task based syllabus. The writer finds that Muhammadiyah University of Surakarta uses structural or grammatical syllabus.

The instructional material of writing is based on the syllabus, the lecturers uses printed material which taken from writing 1 student's copybook. Richard (2001) argues that instructional materials consists of (a) printed material such as book, workbooks, worksheet. The finding of study have similar with dwi (2010) at IAIN Walisongo. The research uses materials, approach and assessment does the teacher give to the class of writing at the third semester. The finding of amirah's work (2012) at Muhammadiyah University of Surakarta. The teacher uses printed material in Department English Education at second semester. The materials are genre text and vocabulary.

The material of writing skill in Muhammadiyah University of Surakarta is paragraph text such procedure text. The writer concludes that the material is used by the lecturer in Muhammadiyah University of Surakarta suitable with Richard's Theory.

The classroom procedure that used by the teacher was 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and (explanation, elaboration, and evaluation). So, the writer concludes that the teacher used two procedure in teaching learning process namely, 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation). The procedure in teaching English is suitable with the theory Bybee (1997).

The previous research can be compared with finding previous study, it can be seen from amitarsih (2010). She finds the classroom procedure in the term namely: pre activity, main activity and post activity.

The writer finds that the lecturer uses some techniques on the teaching-learning process in writing skill. The lecturer uses some techniques in prewriting such as brainstorming. It discusses a topic about procedure text, probes in prewriting in the drafting and revising the lecturer using the instructor feedback and peer-editing.

Based on the Brown (1994: 332-335) statement process writing approach consists of three stages technique of writing. They are prewriting, drafting and revising stages. The prewriting stage consists of techniques: Brainstorming, Listing, Clustering, Discussing a topic or question, questioning, clustering and free writing.

The next stage of writing are drafting and revising, it can be use some techniques as follows: Getting started "optimal" monitoring of one's writing, Peer-editing, Using the instructor's feedback, "Read aloud" technique, Proofreading.

The writer concludes that the lecturer uses some techniques in teaching learning process on writing skill is suitable with Brown (1994) theory. To compare with the previous research, the lecturer finds that the differences with the finding at Muhammadiyah University of Surakarta. She is amitarsih (2010). She finds the some techniques are grammar translation method, and genre based approach. The writer focuses on the technique in writing skill such as, brainstorming, free writing, etc.

Littlewood (1981: 92) stated the roles of the teacher in teaching learning are as facilitator, as classroom manager, as instructor, as consultant, and as

evaluator. Based on the explanation, the writer concludes that the teacher's role in teaching learning process is suitable with Littlewood's theory.

This research and other previous research of amitarsih (2012) has same teacher's role. It explains that the role of teacher are facilitator, classroom manager, instructor, consultant and evaluator.

The writer finds the roles of students are: learners monitor and evaluate their own progress, learners learn from the lecturer and learners from the student's presentation. Johnson and Paulson (1976) in Richard (1985) stated that learner's role to plan their own learning program and this ultimately assume responsibility for what they do in the classroom, learners monitor and evaluate their own progress, learner learn from the teacher. The writer concludes that the learner's role in teaching English on writing skill is suitable with the theory by Johnson and Paulson.

The researcher compares with the other findings. The learner's aspect influences some roles of student. In amitarsih's work (2012) finds that the learner's role is as the subject but in the writer's research at Muhammadiyah University of Surakarta in the teaching learning process namely, learners monitor and evaluate their own progress, learners learn from the teacher and learner the student's presentation.

Based on the writer's observation and interview, the lecturer of writing almost has technique of assessment, they are: homework, mid test and final test. In Mr. M's always give the students homework to write a text. Homework usually is given by the lecturer when the teaching-learning process finished. The instruction of homework task, the lecturer asks the students to write a text which is suitable the material that has been explained. The method of conducting test is to measure students' ability, knowledge and competence.

The model exercises of the student in classroom such as, make a sentence, completing a paragraph and arrange the word or sentence. Haris (1969) mention three kinds of writing test, they are including error recognition, sentence completion and sentence correction. It was suitable with the assessment which is

done by English lecturer at Muhammadiyah University of Surakarta. The writer concludes that the assessment model of writing suitable with Harris's Theory.

It has similarity about the evaluation from Amitarsih (2012). The evaluation is composition test and objective test. There is a little different with current study. The research is not explain non-test assessment. The writer focuses on assessment in writing skill.

The writer finds media which used by the lecturer beside the teachers explain the material orally, he uses other media such as, textbook. Hyland (2004) stated that transferring material in teaching writing skill can use different media such as spoken, printed and electronic. From the statement, the writer concludes that the media which used by the lecturer english in Muhammadiyah University of Surakarta in the teaching writing skill is suitable with theory by Hyland (2004:138).

The other finding of the research is finded at Amitarsih (2012). She finds media that used in teaching learning process is handout, which makes the students understand well. In this research, the writer finds media that used by the lecturer in teaching learning process is student's copy book

D. Conclusion

The result of the study, such as: (1) There are two learning objective of teaching English especially in English teaching namely: general objective and specific objective. In general learning objective based on syllabus in competence standard. In specific learning objective of teaching writing is written in syllabus especially in basic competence. (2) The type of syllabus is structural or grammatical syllabus. (3) The instructional material of writing is based on the syllabus, the lecturers uses printed material which taken from writing 1 student's copybook. The material of writing skill in Muhammadiyah University of Surakarta is paragraph text such procedure text. The writer concludes that the material is used by the lecturer in Muhammadiyah University of Surakarta suitable with Richard's Theory. (4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and

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