INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT THE FIRST YEAR OF SMP N 3 SAWIT BOYOLALI:
NATULISTIC STUDY

RESEARCH PAPER

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

by

ANGGARANI DIAS TRISARI
A 320 110 096

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015
APPROVAL

INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT THE FIRST YEAR OF SMP N 3 SAWIT BOYOLALI:
NATULISTIC STUDY

by

ANGGARANI DIAS TRISARI
A 320 110 096

Approved to be Examined by Consultant

First Consultant

Prof. Dr. Endang Fauziati, M. Hum.

Second Consultant

Dr. Dwi Haryanti, M. Hum.
ACCEPANCE

INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT THE FIRST YEAR OF SMP N 3 SAWIT BOYOLALI:
NATULISTIC STUDY

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on June 03, 2015

Team of Examiners:
1. Prof. Dr. Endang Fauziati, M. Hum.
   (Chair Person)

2. Dr. Dwi Haryanti, M. Hum.
   (Member I)

   (Member II)

Dean

[Signature]

[Stamp]

[Signature]

[Stamp]
TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary works which have been raised to obtain bachelor degree of a certain university, nor there are opinions or masterpieces which have been written or published by others, expect those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, June 2015

Anggarani Dias Trisari
MOTTO

*Never stop and never give up*

*(the writer)*

*Do the best to get success*

*(the writer)*
ACKNOWLEDGMENT

Assalamu’alaikum Warahmatullahi Wabarakatuh

Bismillahirrahmanirrohim,

In the name of God Most Gracious, Most Merciful Peace and God Blessing on you all.

Alhamdulillahirabil’alamin, glory to God Most High, Full of Grace and Mercy, the Sustainer of the World that because of his blessing and guidance, the writer is finally able to finish her research paper which is entitled “Instructional Design for the Teaching of English at the First Year of SMP N 3 Sawit Boyolali: Naturalistic Study” as one of the requirements for getting bachelor degree of education in English Department of Muhammadiyah University of Surakarta. Praise is also given to the great messenger, peace be upon him, glory person who gives his blessing to her message in the next day.

The writer realizes that this research paper is still far from being perfect, so all suggestions and criticism for improving this research are accepted happily.

In conducting this research, the writer gets some help from many people. In this occasion, the writer would like to express her deep gratitude and appreciation to the followings:

1. **Prof. Dr. Harun Joko Prayitno**, as Dean of Teacher Training and Education Faculty of Muhammadiyah University of Surakarta, for approving this research paper,

2. **Mauly Halwat Hikmat, Ph. D**, as Head of English Department, who has permitted her to write this research paper,

3. **Prof. Dr. Endang Fauziati, M. Hum**, as the first consultant, who already guided and advised patiently in correcting this research paper. More than millions of thanks and deeply sorry from the writer’s heart for her,

4. **Dr. Dwi Haryanti, M. Hum**, as the second consultant who already gave a large of help and motivation to her. More than millions of thanks and deeply sorry from the writer’s heart for her,
5. All lecturers in English Department of Muhammadiyah University of Surakarta for useful knowledge and wisdom, thanks a lot,

6. Drs. Bambang Wahono DP, as the headmaster of SMP N 3 Sawit Boyolali for giving the writer permission to have research in his institution,

7. Basuki Purnamawati, S. Pd and Drs. Riyanto, as the English teacher of seventh grade at SMP N 3 Sawit Boyolali for giving information and allowing the writer to observe the teaching learning process, thank you so much,

8. The writer dearest parents; Mr. Supriyadi beloved father and Mrs. Lasmi beloved mother thanks a lot for the pray, love, motivation, great support, and guidance, I love you all more than my life mom and dad,

9. Her dearest brother “Yulian Dias Dwi Wardhana” and his wife “Rosma Karinna Haq”, for the great motivation, love and always make her happy,

10. Her dearest sister “Noviana Dias Ekawati” and her husband “Rahmat Arif Trimukti Wibowo”, for the great motivation, love and always make her happy,

11. Her dearest nephew; Dzakira Aqilla Majid, Devika Zaidah Oktavira, Qafisha Faiha Khadziya, and Djawa Rafiif Adjrun Adzim, thank you so much because always make her happy,

12. Her small and big family. Thank you so much for pray, motivation, support, love and happiness,

13. The special thanks for her destiny (insyaallah) and partner in all of the condition “Yuwan A M” who always offering her hands whenever the writer needs and everything that has created a beautiful companionship and togetherness. Thank you so much for the great motivation, love, pray, support and for our wonderful moment,

14. Her best friends at campus; Nita, Si mak, Pandria, Yeni, Rolita, Yama, Nisa, Laras, Titik, Dina, Nichud, Medista, Ambar, Arin, Dyah, Monichi, Septika, Lusi, Agwiadam, Nandut, Adit, Jajang, Rifky, who always support, help, advice and all my friends especially from class C, you all the best,

15. The writer’s cooperative friends in finished this research; Mbak Rosa, Pandria, Yeni, Si mak, Nita, Wiba, Nichud, Mb. Dihan and Dian. You are my inspiration,
16. All the writer boarding house friends in “Wisma Putri NM Fadly” especially Rita, Dian, Ririn, Tika, Diah, Pesek, Madani, Amel and X-kost Fadly Arifah, Nisa, Diah, Antin, Fika, Ida and Nisa ‘gendut’. Thanks for nice together, kindness, share, joke and laugh,

17. Her best friends; Juju, Intan, Novi, Asta, Mbokdhe, Enggi, Diah, Endah, Antini, Manyun, Tomblok, Galuh, Erina and all of my best friends that her can’t mentioned one by one. Thanks a lot for your pray, motivation and support,

18. Her best photocopy center “Ideal Photocopy” that serve ideal service for her, and

19. All of the people who help the writer finishing the research that can not be mentioned one by one.

_Wassalamualaikum Warahmatullahi Wabarakatuh_

Surakarta, June 2015

The Writer
This research aims at describing an instructional design for the teaching of English at the first year of SMP N 3 Sawit, Boyolali. The objective of this study is to describe an instructional design in the teaching English at SMP N 3 Sawit. In this research, there are eight components of instructional design in the teaching of English that the writer analyzes, namely: (1) learning objective, (2) classroom procedures, (3) classroom techniques, (4) role of instructional material, (5) teachers’ role, (6) students’ role, (7) role of media, and (8) evaluation model.

The type of this study is descriptive research especially naturalistic study. The data are derived from event and informant. The methods of collecting data are observation, interview, and documentation. The techniques of analyzing the data are reduction of data, display of data and conclusion or verification.

The result of this study shows that: (1) There are two learning objectives in the teaching English class namely: general objective and specific objective. The general objective is to develop the ability to communicate in English both in spoken and written form to deal with the development of science and technology in facing the globalization era. Specific objective can be differentiated for each language skill; there are speaking, listening, reading and writing. The specific learning objectives are difference in each skill based on the kinds of text, namely: transactional, interpersonal and monologue text. (2) The classroom procedure is based on Indonesian version of the 2006 curriculum’s model there are exploration, elaboration and confirmation (EEC). (3) The classroom technique during exploration cycle such as instructor-initiated question or probes, oral repetition and advances organizer. During elaboration cycle such as role playing, answering question and discussing a topic or question. During confirmation cycle such as peer-editing and instructor’s feedback. (4) The roles of instructional material are printed material and comprise both of printed and unprinted sources. Printed material as a reference source for students on grammar, vocabulary, pronunciation, and so on whereas both of printed and unprinted source as help the students to more understand what the topic will learn in the class and as a source of actively for students practice and communicative. (5) Teacher’s role in the teaching learning process are teacher as controller, as organizer, as assessor, as prompter, as participant, as resource, as tutor, and as observer. (6) The student’s role are the learner is monitor and evaluator of their own progress, learner is a member of a group and learns by interacting with others, and also learner learns from the teacher, from other students and other teaching sources. (7) The media used by teachers are picture and images, board and video. Picture, images and board as a visual media whereas video as an audio visual media. (8) The evaluation model used by teachers are daily examination, mid test and final test.

Key words: instructional design, teaching English.
DEDICATION

I gratefully dedicate this research paper to:

- My dearest mother and father “Lasmi” and “Supriyadi”,
- My beloved sister and brother “Novi, Rosma, Ian, Kethel”,
- My partner in all of condition “Yuwan A M”,
- My small and big family,
- My consultants and lecturers,
- All my best friends, friends, and the readers.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>iii</td>
</tr>
<tr>
<td>TESTIMONY</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>vi</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>ix</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>xi</td>
</tr>
<tr>
<td>CHAPTER I : INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Limitation of the Study</td>
<td>3</td>
</tr>
<tr>
<td>C. Problem Statement</td>
<td>4</td>
</tr>
<tr>
<td>D. Objective of the Study</td>
<td>4</td>
</tr>
<tr>
<td>E. Benefit of the Study</td>
<td>5</td>
</tr>
<tr>
<td>F. Research Paper Organization</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER II : REVIEW OF RELATED LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>A. Previous Study</td>
<td>7</td>
</tr>
<tr>
<td>B. Notion of Instructional Design</td>
<td>12</td>
</tr>
<tr>
<td>C. The Components of Instructional Design</td>
<td>13</td>
</tr>
<tr>
<td>1. Learning Objectives</td>
<td>13</td>
</tr>
<tr>
<td>2. Classroom Procedures</td>
<td>15</td>
</tr>
<tr>
<td>3. Classroom Techniques</td>
<td>17</td>
</tr>
<tr>
<td>4. The Roles of Instructional Material</td>
<td>22</td>
</tr>
<tr>
<td>5. Teacher’s Roles</td>
<td>23</td>
</tr>
<tr>
<td>6. Student’s Roles</td>
<td>24</td>
</tr>
<tr>
<td>7. The Roles of Media</td>
<td>24</td>
</tr>
<tr>
<td>8. The Evaluation Model</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER III : RESEARCH METHOD ........................................ 27
   A. Type of Research .................................................. 27
   B. Subject of Research ............................................. 27
   C. Object of Research .............................................. 28
   D. Data and Data Source ........................................... 28
   E. Method of Collecting Data ..................................... 29
   F. Technique for Analyzing Data ................................. 30

CHAPTER IV : RESEARCH FINDING AND DISCUSSION .............. 31
   A. Research Finding ............................................... 31
   B. Discussion of Research Finding .............................. 56

CHAPTER V : CONCLUSION, PEDAGOGICAL IMPLICATION AND
   SUGGESTION ......................................................... 66
   A. Conclusion ......................................................... 66
   B. Pedagogical Implication ...................................... 69
   C. Suggestion ........................................................ 70

BIBLIOGRAPHY .................................................................. 72

APPENDIX