INSTRUCTIONAL DESIGN FOR THE TEACHING OF SPEAKING AT THE FIRST SEMESTER OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN ACADEMIC YEAR 2014/2015

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The study is aimed at observing the instructional design for teaching speaking 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 the 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 objective of teaching speaking namely: general objective and specific objective. General learning objective based on competence standart is taken from syllabus. Specific learning objective of teaching English is written in basic competence is taken from lesson plan. (2) The type of syllabus is Notional-functional syllabus. (3) The instructional material of speaking are based on the syllabus, printed material taken from speaking I student’s copies book. The instructional material of speaking skill in Muhammadiyah University of Surakarta is simple and complex materials. (4) The classroom procedure used is 5E (Engangement, Exploration, Explanation, Elaboration, and Evaluation). (5) Teaching technique used in teaching English are some techniques in speaking such as brainstorming, story telling, discussion and roleplay. The lecturer uses the instructor feedback and peer-editing. (6) The teacher’s role are as facilitator, as instructor, as classroom manager, as consultant and as evaluator. (7) The learner’s role are as monitor and evaluate their own progress. The learners learn from the lecture and the learner the other student’s presentation or performance. (8) The media used in teaching learning process are student’s copy book as printed media, LCD projector and whiteboard. (9) The assessment model used are homework, mid test and final test.

Key words: Instructional design, Teaching learning process, naturalistic, speaking, English
A. Introduction

In modern era, English becomes important things for human to communicate. English is used internationally as universal language in many countries. To study English, people must learn four skills, there are namely: writing, listening, reading and speaking. These four skills are usually considered as integrated system. In Indonesia, the part of four language skills are important to be learned and mastered by every individual. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. As a result, the teaching of speaking skill should be figured as central in foreign language pedagogy. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which is the Department of English Education. The student of Muhammadiyah University of Surakarta especially at speaking subject in first semester should learn speaking skill. According to Oxford Dictionary (2008: 426), speaking is the action of conveying information or expressing one’s feelings in speech. Mastering the art of speaking skill is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2010: 15).

In teaching learning process, English Department of Muhammadiyah University of Surakarta especially in speaking class have a goal of the teaching speaking is to communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. More specifically, the syllabus of speaking at English Department of Muhammadiyah of Surakarta also says that after completing the speaking subject, students are able to do verbal communication accurately (based on structure rules of English language), correctly (according to context), and efficiently (according to function) in English language. Therefore, to achieve these goals, the teachers play an important role in teaching speaking. The teachers should be able to set classroom activity well. Besides, the teachers should regard to all supporting components of successful teaching classroom including class management, technique and materials.

Richard and Rogers (2001: 28) argue that Instructional Design 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. He argued that instructional design is a framework through which teacher takes the
planned learning and teaching action to a lesson. Based 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. Richard and Lockhart (1994: 43) also state that instructional design is usually intended to set of actions or unconscious behavior because many times teachers represent in action what they do not seem to be able to express in theoretical orientation.

Instructional Design is the practice of creating "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing." The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some relationship to assist in the transition. Ideally the process is informed by pedagogically (process of teaching) and andragogically (adult learning) tested theories of learning and may take place in student-only, teacher-led or community-based settings. The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed.

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. 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.

There are some reason that the researcher is interested conducting in this study. The first because teaching speaking have three paradigms of teaching speaking, there are: the product approach, the process approach, and the genre-based approach. The second is that instructional design aims to guide the teacher to teach their students. The third is Muhammadiyah University of Surakarta, one of them university that major, English Department which is the student learn English language as the subject that will be learn. Based on the reasons above, the writer is interested in conducting this research focused on English teaching learning process especially in
teaching speaking. Muhamadiyah University of Surakarta, especially in English Department which is the student learn english language as the subject that will be learned.

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 Mrs Muamaroh in that teaches speaking I class and total of the students are 25. the object of the research focuses on an instructional design for the teaching speaking 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

In this part, the writer present two points, research 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.

1. Learning Objective

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 materials as the basic for communicated in English language in general, with the result that the students can communicate in English well in oral or written, in academic or daily life. Specific objective is started in lesson plan. It explain the process of learning which will be reached by the learner called Basic Competence. The learning objective of teaching speaking for first semester student in speaking I that written in syllabus are: to master speaking with the correct pronunciation, fluently, vocabulary in speaking, to master the speaking in the way understand the use of different vocabulary used in daily conversation, to
master speaking in the way apply the English language with the appropriate tenses, and to master speaking in use of science and speaking skill obtained for daily life.

2. Syllabus

Syllabus is important point in teaching of speaking. Syllabus can be said as a part of curriculum or selection and grading content. 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 learning process of speaking I in Muhammadiyah University of Surakarta is national-functional syllabus. National-functional syllabus is based on learning to recognize and express the communicative function of language and the concept and idea it expresses. It based on the purpose for which language is used and the meaning of the speaker wanted to express than on the form used to express them. It draws on theories and description of language that emphasize the functional and social aspects of competence.

The importance of syllabus is also felt by other teacher in previous study finding. The finding previous study are Nuryanti (2013) and Muhammad (2014) at Muhammadiyah University of Surakarta. The teacher uses type of syllabus is notion functional syllabus. The writer finds that Muhammadiyah University of Surakarta uses is national-functional syllabus.

3. Classroom Procedure

The instructional material of speaking is based on the syllabus, the lecturers uses printed material which taken from Speaking I student’s copiesbook. With the title *Functional Conversation Communication in English by Walter Matreyek*. Richard (2001) argues that instructional materials consists of (a) printed material such as book, workbooks, worksheet.

The finding of study have similiar with Ratna (2008), Kurniawati (2010), Armita (2012), Nuryanti (2013), and Muhammad (2014) which all using printed media (copybook, textbook, worksheet) in the instructional material in the process of learning.

4. Instructional Material

The material of speaking skill in Muhammadiyah University of Surakarta is speaking such conversation or story telling that the theme, materi and example are explain on the textbook
material. The writer concludes that the material is used by the lecturer in Muhammadiyah University of Surakarta is suitable with Richard’s Theory. In teaching learning process of speaking skill the lecturer uses 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) procedure. In procedure of teaching learning process, between the teacher and students do some activities. Bybee’s (1997) stated that the stages of procedure teaching English are engagement, exploration, explanation, elaboration and evaluation. In the teaching learning process sometimes the lecturer is not consistent used all of stages. There are two different pattern that used by the lecturer namely, pattern I in first meeting (engagement, exploration, explanation, elaboration and evaluation), and pattern II in second meeting (exploration, elaboration and evaluation). The difference pattern of learning cycle is caused by the limitation of time in delivering the material in the classroom.

The previous research can be compared with finding previous study, it can be seen from Armita (2012) which the result of the procedure are consists of 3 patterns. The first are BKOF, MOT, JCOT, ICOT. The second are BKOF, MOT and JCOT. The third are BOF, MOT and ICOT.

The writer concludes that the lecturer uses one procedure in teaching learning process of Muhammadiyah university of Surakarta are namely 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) that consist of two patterns that used for the lecturer. The procedure in speaking skill is suitable with the theory of Bybee (1997).

5. Classroom Technique

The writer finds that the lecturer uses some techniques on the teaching-learning process in speaking skill. The lecturer uses some technique in the teaching learning process in speaking skill. The lecturer uses one technique in pre-speaking that is brainstorming. It discusses a topic about a theme in the textbook, then the lecturer ask the students to make a conversation like the example. For the action, the lecture using story telling, discussion and role play. Then for the revising the lecture using the instructor feedback and peer-editing.

Based on Fauziati (2000: 17) stated that technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to particular method. In other words, techniques in classroom practiced done by teacher when presenting a language program. Based on this statement, classroom technique is a technique that teacher uses
in the class. The classroom technique is an important part to promote student’s participation in
the class. Teacher uses many kind of teaching technique to encourage their student’s motivation.
The classroom technique is also helping the students to understand and think that the lesson is
enjoy and easy.

To compare with the previous study, the writer finds that the techniques is different with
the finding result by Ratna (2008) which the teaching technique used in the teaching or the
method used in teaching speaking is just one, that is Communicative Language Teaching.

The writer concludes that the lecturer uses some techniques (variety) in teaching learning
process of speaking skill in Muhamadiyah University of Surakarta is suitable with Fauziati

6. Teacher’s Role

Teacher’s role has similar term that is lecture role’s. The role of lecturer in the teaching
learning process is very important. The lecturer has the ways to increase the teaching of learning
process. Based on the observation of this research, the writer finds the lecturer at
Muhammad University of Surakarta has the important role in teaching of speaking. They are
as facilitator, the teacher provide material to the students. As classroom facilitator, the lecturer
provides the materials for the students by giving them a textbook in first meeting to motivate
them in their study. The lecturer as classroom manager should able to manage the classroom when
the teaching-learning process. As consultatant, the teacher guided the students to be good learners,
the teacher always gave the students correction on their assignments. As evaluator, the teacher
always gave exercise and homework to the students in order to know their comprehension about
the material. Littlewood (1981: 92) stated the roles of the teacher in teaching learning are as
facilitator, as classroom manager, as instructor, as consultatant, 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 finding at Muhammad (2014) has little
different teacher’s role. It explains that the teacher’s role are facilitator, organizer, manager,
assessor, planner and motivator.
7. Learner’s Role

Beside teacher’s role, the learner’s role is component part of the teaching learning process, the students also have influence in teaching learning process. Teaching learning process will be effective depend on the interested students.

Based on the writer observation and interview, 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 fir what they do in the classroom, learners monitor and evaluate their own progress, learn from the teacher. The writer concludes that the learner’s role in teaching English on speaking skill is suitable with the theory of Johnson and Paulson.

The research compares with the other findings. The learner’s aspect influences some roles of students. In Muhammad (2014) finds that the learner’s role are learners plan their own learning program and this ultimately assumes responsibility for what they do in the classroom, group and learn by interacting with others, learner tutor other learners. And 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.

8. Media

In the teaching learning process, there are some media that used by the lecturer. The lecturer uses student’s copies book, LCD projector and whiteboard as the media in teaching learning process. Based on the writer observation and interview, the writer finds media which used by the lecturer beside the teachers explain the material orally, she uses other media such as, textbook. The students copies book that is Functional Conversation Communicating in English by Walter Matreyek. Hyland (2004) stated that transferring material in speaking 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 speaking skill is suitable with the theory by Hyland (2004: 138).
The other finding of the research is found at Muhammad (2014). He 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. That similar with the writer’s observation.

9. Assessment

Assessment is sequence of part the process learning achievement for the student which is referred to the student’s achievement though the technique of assessment that consist of test and non-test assessment. Non-test assessment consist of homework, case study, project, portfolio and observation.

According to (Nakamura & Valens: 2001; 43-53) There are three different type of speaking tests: Monologue Speaking Test which also called the presentation. In this type, students were asked to preform some tasks such as; show and tell where they talk about anything they choose. This is considered a chance to give students an opportunity to make a small presentation. The second type is Dialogue Speaking Test which also known as the interview. It is an open-ended test where the students lead discussion with the teacher, and the students in that kind of test are required to use conversation skills that they have learned throughout the course. The third type is Multilogue Speaking Test that also called the discussion and debating. Here, the discussions are student-generated, and students are put into groups where as a group, they decide on a topic they feel would be interest for the rest of the classroom.

Based on the writer’s observation and interview, the lecturer of speaking has technique of assessment, they are: homework, mid test and final test.

The writer concludes that the learner’s role in teaching English on speaking skill is suitable with the theory of Nakamura & Valens.

It has similarity about the evaluation from a previous finding by Kurniawati (2010). The evaluation is concern on practicing the tasks for the students. Then there are middle and final test.
D. Conclusion

Based on the observation done by the writer in teaching learning process of speaking during on October 2014 until January 2015, the writer concludes instructional design of teaching speaking in Muhammadiyah University of Surakarta as follows:

1. Syllabus

The type of syllabus uses in Muhammadiyah University of Surakarta is notional-functional syllabus. It is based on learning to recognize and express the communicative function of language and the concept and idea it expresses. The purpose for which language is used and the meaning of the speaker wanted to express than on the form used to express them. It draws on theories and description of language that emphasize the functional and social aspects of competence. Although sometimes the lecturer do not bring the RPP into the classes.

2. Learning objective

Muhammadiyah University of Surakarta has two learning objective namely, general objective (competence standard) and specific objective (basic competency). From the syllabus the students are expected to comprehend the materials as the basic for communicated in English language in general, with the result that the students can communicate in English well in oral or written, in academic or daily life. And in the specific objective is started in lesson plan. It explain the process of learning which will be reached by the learner called Basic Competence. The learning objective of teaching speaking for first semester student in speaking I that written in syllabus are: to master speaking with the correct pronunciation, fluently, vocabulary in speaking, to master the speaking in the way understand the use of different vocabulary used in daily conversation, to master speaking in the way apply the English language with the appropriate tenses, and to master speaking in use of science and speaking skill obtained for daily life.

3. Instructional Material

The instructional material of speaking is based on the syllabus, the lecturers uses printed material which taken from Speaking I student’s copiesbook. The copies book used is Functional Conversation Communication in English by Walter Matreyek. The material of speaking skill in Muhammadiyah University of Surakarta is speaking such conversation or story telling that the theme, materi and example are explain on the textbook material.
4. **Classroom Procedure**

   In teaching learning process of speaking I, the lecturer uses 5E (Engangement, Exploration, Explanation, Elaboration and Evaluation) procedure. In procedure of teaching learning process, between the teacher and students do some activities. Bybee’s (1997) stated that the stages of procedure teaching English are engagement, exploration, explanation, elaboration and evaluation. In the teaching learning process sometimes the lecturer is not consistent used all of stages. The lecturer applies all stage suitable with the Bybee’s theory.

5. **Technique in Testing Speaking**

   The writer finds that the lecturer of speaking I uses many techniques (variety) on the teaching learning process. The lecturer uses one technique in pre-speaking that is brainstorming. It discusses a topic about a theme in the textbook, then the lecturer ask the students to make a conversation like the example. For the action, the lecture using story telling, discussion and role play. Also the lecturer using the instructor feedback and peer-editing.

6. **Teacher’s Role**

   The writer finds that the lecturer at Muhammadiyah University of Surakarta has the important role in teaching of speaking. They are the teacher’s role as facilitator, organizer, manager, assessor, planner and motivator.

7. **Learner’s Role**

   The writer finds that the roles of students of speaking I are: learners monitor and evaluate their own progress, learners learn from the lecturer and learners from the student’s presentation.

8. **Teaching Media**

   The media which used by the lecturer English in Muhammadiyah University of Surakarta in the teaching speaking skill are student’s copy book, LCD projector and whiteboard.

9. **Assessment Model**

   The lecturer of speaking I has technique of assessment, they are: homework, mid test and final test. It is used to know the student’s progress in English.
REFERENCES


