

**AN INSTRUCTIONAL DESIGN OF EXTRACURRICULAR SPEAKING  
CLASS AT THE FIRST YEAR OF SMP N 2 KEBAKKRAMAT  
IN 2014/2015 ACADEMIC YEAR: A NATURALISTIC STUDY**



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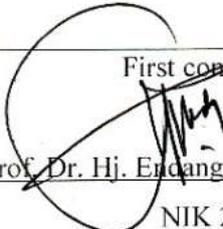
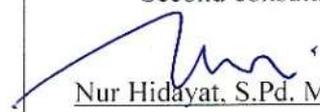
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## ABSTRACT

### AN INSTRUCTIONAL DESIGN OF EXTRACURRICULER SPEAKING CLASS AT THE FIRST YEAR OF SMP N 2 KEBAKKRAMATIN 2014/2015 ACADEMIC YEAR: A NATURALISTIC STUDY

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*The research is to describe the teaching learning process of speaking skill based on instructional design at SMP Negeri 2 Kebakkramat. The research type is descriptive research. The subject of this research is the English teacher and the students of the first year of SMP N 2 Kebakkramat. The object of the research focuses on an instructional design on extracurricular speaking class at SMP Negeri 2 Kebakkramat at 2014/2015 academic year. The component of an Instructional Design which includes (1) syllabus,(2) learning objective,(3) classroom procedure,(4) classroom technique,(5) materials and media,(6) teacher's role,(7) learner's role,(8) assessment modal. Data in this research are information about the teaching learning process in the of Field Note and Interview Script. Data sources in this research are event, informant, and document. The writer collects the data by observation, interview, and document analysis. The results of the research are: 1) The syllabus used by the English teacher for the first year of SMP Negeri 2 Kebak Kramat are three kinds such as lexical syllabus, structural syllabus, and task-based syllabus. 2) The learning objectives in teaching speaking has two kinds, namely general and specific objective. In general learning objective it purposes to develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era. In specific objective, the learning objective of the teaching English is "students can use English to make a simple transactional and interpersonal conversation to interact with their environment". 3) In the classroom procedure in teaching speaking, the teacher uses 5E (Engagement, Exploration, Explanation, Elaboration, Evaluation) and 3E (Engagement, Explanation, Evaluation). 4)The classroom technique used teaching English in Speaking Skill is discussion, problem solving, read aloud, and question/answer. 5) Instructional materials that used in teaching speaking is printed material. It is the textbook the textbook is a taken from textbook English in Focus. Then media used for teaching speaking is the textbook English in Focus and dictionary. 6) The teacher's roles for teaching English in speaking skill are as facilitator, as classroom as instructor, as consultant, and as evaluator. 7) The student's roles for teaching English in speaking skill are as the listener and the performer. 8) The assessment model for teaching English in speaking in SMP Negeri 2 Kebak Kramat is quiz, homework, daily test, and oral test.*

**Keyword: activities, learning, discussion, class, English**

## **A. Introduction**

Richard and Rodger (2001: 20) state that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. Instructional design has some components, such as 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.

English is a tool to communicate orally and in writing. Communicating is to understand and express information, thought, feeling, and develop science, technology, and culture. Therefore, subject in English is directed to develop these skills so that graduates are able to communicate and discourse in English at a certain level of literacy. Literacy levels include performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and talk with symbols that are used. At the functional level, people are able to use language to meet the needs of daily living such as reading a newspaper, or user manual. At the informational level, people are able to access the knowledge with language skills, while at the epistemic level people are able to express knowledge in the target language (Wells, 1987).

English Learning in Junior High School has the target especially in speaking English which is to reach the functional level to communicate orally. Many problem appear when teaching-learning process runs. This research is conducted in SMP Negeri 2 Kebakkramat. It is a state of Junior High School and a nationally standard school.

Efforts to improve English language in SMP N 2 Kebakkramat are comprehension and vocabulary is generally regarded as an important part of the process of learning a language or developing the ability of a person in a

language that is already mastered. Vocabulary is the most basic things that must be mastered students in learning English. Without having the adequate vocabulary, students will have difficulty in achieving basic competency in English. Instead, a growing number of English vocabulary mastered and understood by the students the easier these students learn and understand English. And in this school has a extracurricular activities for example is speaking course.

With the extra-curricular activities speaking class at SMP N 2 Kebakkramat, it provides many benefits for students in learning English. More students are trained to be able to talk more without having to fear pronunciation in speaking English. Then, the students can be more confident and motivated in using the English vocabulary in conversation. Moreover, the students also have the awareness to be able to speak and understanding in English.

There are some phenomena happen in teaching-learning English. The students should not rely on their teacher, but they should be self-confident. Many students consider that English is difficult lesson, then they become disinterested or afraid to following English lesson in their class. Most of them choose to remain silent during class because they are embarrassed if they are wrong when speaking English and all them friends laugh at them. Sometimes students want to express something in English, but they have restricted vocaburaly, so they become confused to speak in English.

Then, students should be able to think over if English is not difficult subject matter, therefore, the teacher must have method and technique in the process of speaking teaching-learning. Students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

The teachers also have a problems that must be faced. They should use multiple methods so that students do not get bored when being taught. Teaching English in Junior High School can use a variety of ways. When the teachers used methods and techniques properly and correctly while teaching English, then the impact may be visible to students, they are usually passive in the classroom can enjoy and interested in learning English. And they are able to understand easily what the teachers explain.

Based on the phenomena above, the writer formulates the problems of the research, it is how the instructional design on teaching speaking at the first year in SMP Negeri 2 Kebakkramat in 2014/2015 Academic Year. This research is intended to describe the teaching learning process of speaking skill based on instructional design at SMP Negeri 2 Kebakkramat which has some aspects that must be solved such as the kind of syllabus used, the learning objective for teaching speaking, the classroom procedure teaching speaking, the classroom technique teaching speaking, thematerials and media used, the teacher's roles for teaching speaking, the student's roles in classroom, and the assessment model for teaching English in speaking skill.

The writer provides some previous studies which are related about the instructional design on teaching speaking. There are six previous study related to instructional design for the teaching English and teaching speaking skill, they are Fajar's work (2013), Indratama's work (2013), Agustina's work (2013), Rahmawati's work (2013), Wulandari's work (2010). This research is different from the researches above. The first previous study was related to the teaching learning process. While the recent writer focuses on instructional design on teaching speaking in Junior High School. The second previous study focused on implementation of English language teaching. While the recent writer is research focuses on instructional design. The third previous study described the English teaching and learning process in public elementary school. While the recent writer focuses instructional design in Junior High School. The fourth previous study described implementation of inside outside circle game to develop speaking skill. While the recent writer is research

focuses on instructional design on teaching speaking skill in Junior High School students in SMP N 2 Kebakkramat. The fifth previous study described English speaking learning problem faced by the students. While the recent writer is research focuses on instructional design problem by English teaching speaking skill. Based on the previous studies above, the writer concludes that research is original because this research is different from other researches. The difference of this study from the previous study is the object of data analysis.

Based on KTSP 2006, there are two kinds of learning objective, namely general and specific objective. In general objective, that write in KTSP 2006 curriculum: To develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era. The spesific learning objective of the teaching English especially speaking skill for first year that written in syllabus is : “students can use English to make a simple transactional and interpersonal conversation to interact with their environment”.

Based on the explanation above the writer wants to know the instructional design that used in English lesson at the first year students of SMP N 2 Kebakkramat. From the phonemenon above the writer is interested in conducting a research entitled, **AN INSTRUCTIONAL DESIGN OF EXTRACURRICULER SPEAKING CLASS AT THE FIRST YEAR OF SMP N 2 KEBAKKRAMAT IN 2014/2015 ACADEMIC YEAR: A NATURALISTIC STUDY.**

## **B. Research Method**

The research type is descriptive research. The subject of this research is the English teacher and the students of the first year of SMP N 2 Kebakkramat. The object of the research focuses on an instructional design on extracurricular speaking class at SMP Negeri 2 Kebakkramat at 2014/2015 academic year. The component of an Instructional Design which includes syllabus, learning objective, classroom procedure, classroom technique, materials and media, teacher’s role, learner’s role, assessment modal. Data in

this research are information about the teaching learning process in the of Field Note and Interview Script. Data sources in this research are event, informant, and document. The writer collects the data by observation, interview, and document analysis. She uses the methods for analyzing data such as reduction of the data, conducting display data, and making conclusion or verification. In validity of data, Triangulation is a technique to check the credibility the data of the research. There are four technique of triangulation such as data triangulation or source, investigator triangulation, theoretical triangulation, and methodological triangulation.

### **C. Research Finding and Discussion**

In this part, the writer presents two points, research finding and discussion.

There are nine components in the research findings and discussion namaly; syllabus, learning objective, classroom procedure, classroom technique, instructional material, teacher's role, student's role and assessment model.

#### **1. Syllabus**

The syllabus design of teaching speaking is focused on teaching vocabulary items, grammar, and implementation of the speaking practice or conversation. Based on the explanation above, the syllabus used by the teacher in vocabulary items is lexical syllabus. Then, the teacher also introduces the English grammar rule in order to make the students know what the grammar used based on the event's time. The syllabus used by the teacher in mastering grammar is structural syllabus. The syllabus of SMP Negeri 2 Kebakkramat is based on the competence to describe meaningfully transactional and interpersonal orally, simply and accurately to create an interaction around the environment. The syllabus used by the teacher in creating the short conversation is task-based syllabus.

#### **2. Learning Objective**

Based on KTSP 2006, there are two kinds of learning objective, namely general and specific objective. In general objective, that write in KTSP 2006 curriculum: To develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era. The specific learning objective of the teaching English especially speaking skill for first year that written in syllabus is : “students can use English to make a simple transactional and interpersonal conversation to interact with their environment”.

### 3. Classroom Procedure

The classroom procedure that used by the teacher was There are 5E (Engagement, Exploration, Explanation, Elaboration, Evaluation) and 3E (Engagement, Explanation, Evaluation) for classroom procedure.

### 4. Classroom Technique

The teachers used some techniques on the teaching learning process in speaking skill such as; discussion, problem solving, read aloud, and question/answer.

### 5. Materials and Media

The materials used by the English teachers in teaching speaking skill constitutes the printed material. The printed material is the textbook but sometimes the teacher takes the material from internet, book, or other resources. It is found that the role material in the teaching learning process are: (1) materials should be able to progress at learners own rates of learning, (2) materials allows for different styles of learning, (3) materials provide opportunities for independent study and use, and (4) materials provide opportunities for self-evaluation and progress in learning. The teacher used textbook and dictionary as the media. The purpose of media used is to dictionary to support in implementation teaching speaking in the classroom.

### 6. Teacher's role

The teacher's role are facilitator, classroom manager, instructor, consultant, and evaluator.

## 7. Student's role

The student's role are listener and performer, learners concerns the instructions given by the teacher.

## 8. Assessment model

The assessment model are quiz, homework, daily task, oral test. The purpose of assessment is to know the students' progress.

Based on the writer's teaching research in SMP Negeri 2 Kebak Kramat, she presents the discussion of her research finding, as follows:

- a. The syllabus used by the English teacher for the first year of SMP Negeri 2 Kebak Kramat are three kinds. There are lexical syllabus which is for improving vocabulary items, structural syllabus which is for mastering grammar, and task-based syllabus which is for implemeting short conversation. Those syllabus used above are different with the syllabus used in the previous study from Fajar (2013). In Fajar's work, he uses the thematic syllabus which develops the communicative learning through four English skills such speaking, listening, writing, and reading. Then, the writer applies the Lewis theory (1993) which describes the lexical syllabus for analyzing the vocabulary through words list, from Krahnke's theory(1987) which describes the structural syllabus for mastering the grammar, and from Nunan's theory (2001) which describes the task-based syllabusfor practicing the short conversation. In the other hand, in Fajar's work (2013), he applies the Robin's theory (1997) which describes the thematic syllabus for making the communication through speaking, writing, reading, and listening.
- b. The learning objectives in teaching speaking has two kinds, namely general and specific objective. In general learning objective of the teaching English that written in KTSP curriculum, it purposes to develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era.In specific objective, the learning objective of the teaching English especially

speaking skill for first year that written in syllabus is “students can use English to make a simple transactional and interpersonal conversation to interact with their environment.

It's different with the learning objective in the Rachmawati's work (2013). She finds the learning objective to Senior High School on tenth year which is to make the interesting communication through circle game so the learner cannot feel boring. In the both studies, they similarly do interview to find the learning objective in speaking skill. They also apply the Bloom's theory (1975) as the basic theory to analyze the learning objective of teaching speaking.

- c. In the classroom procedure in teaching speaking, the teacher uses 5E (Engagement, Exploration, Explanation, Elaboration, Evaluation) and 3E (Engagement, Explanation, Evaluation) as the pattern of teaching speaking process. The result above is different with the classroom procedure in Indratama's work (2013) which uses presentation, practice, and production. Here the writer uses the Bybee's theory (1997) to apply the pattern 5E and 3E to describe the classroom procedure in teaching speaking. Then in Indratama's work (2013), he uses the Richard and Roger's theory (1986) to describe the PPP pattern.
- d. The classroom technique used teaching English in Speaking Skill is discussion, problem solving, read aloud, and question/answer. In discussion, the teacher divides the students into the group. It consists of the students and their pair. She allows the students to do discussion which can increase the comprehension of the material. In problem solving, the teacher helps the students when they cannot understand the material. She solves the problem faced by the students. During the students do their work, the teacher also walks around to check up their work. In read aloud, the teacher commands the students to performance their speaking in the dialogue. In question/answer, the teacher gives the test where she asks some question and the students answer it orally in front of the classroom.

It is different with the Rachmawati's work (2013) which just uses inside outside circle game technique for the teaching speaking technique for the learner in Senior High School. Rachmawati (2013) uses the Kagan's theory (1994) to tell the implementation of the inside outside circle game. Differently, the writer here uses some theories in analyzing the technique used for teaching speaking. They are the Harmer's theory for describe the discussion and the solving problem technique, and the Fuaziati's theory (2009) are to describe the read aloud and question/answer.

- e. Instructional materials that used in teaching speaking is printed material. It is the textbook the textbook is a taken from textbook *English in Focus*. Then media used for teaching speaking is the textbook English in Focus and dictionary to support in implementation teaching speaking in the classroom. It's similar by the Fajar's work (2013) where he finds the textbook and dictionary as teaching media in teaching speaking. The theories in instructional material used are same between the writer and Fajar (2013), they use the Richard's theory (2001) which elaborates the printed material.
- f. The teacher's roles for teaching English in speaking skill are 1) Teacher as facilitator, the teacher provides the materials for the students by giving them a textbook in first meeting to motivate them in their study. The teacher tries to make the students understand material. 2) Teacher as classroom manager, she must be able to manage the classroom in order to make teaching learning process affective. The teacher must control the teaching learning process. The teacher is responsible to make class comfort and affective. 3) Teacher as instructor, the teacher gives direction and instruction to the students in the teaching learning process. The teacher points the students to listen, write, or speak. 4) Teacher as consultant, the teacher guides students to be good learners, the teacher always gives the students correction on their assignment. The teacher guides the students to understand the material well, the teacher also accepts the student's

difficulties.5) Teacher as an evaluator, the teacher can be the evaluator of learners effort and contribution. She judges when the students contribution to the teaching learning process are valid relevant toward the material taught. When the students practice in front of class, the lecturer gave evaluation to identify the students proficiency in the classroom how for the students understand the material taught.

It's different with Agustina's work (2013) which describes the teacher's role as the planner, manager, quality controller, facilitator, motivator, empowerer, and team member. Agustina (2013) uses the Richard and Lochart theory (1999), then the writer here uses the Hammer's theory (1987) which describes the teacher's role as facilitator, manager organizer, assesor, prompter, and observer.

- g. The student's roles for teaching English in speaking skill are 1) the students as the listener, it means that the students listen when the teacher explains the material to them. The students are expected to listen attentively to the teacher. 2)The students as the performer, it concerns with the instruction given by the teacher. For example, the teacher asks the students to make a pair work or group work.

It has the similarity with the Indratama's work (2013) which describes the student's role as listener and performer. But the the theory used is different. Here the writer uses the Richard (1990), and Indratama uses the Brand and Caldlin (1985) to describe the student's role.

- h. The assessment model for teaching English in speaking in SMP Negeri 2 Kebak Kramat is quiz, homework, daily test, and oral test. In quiz, the writer finds that the teacher asks the question and the students answer it. Students are told in advance that they will be required to use the conversation with the teacher. In homework, teacher also gives the students homework when the time of meeting is up. This can be additional task for the student related the material will be discussed in the next meeting. In daily test, the teacher gives the task every meeting to test what the students get during teaching-learning process, it is an evaluation in

learning process. It can be a oral test or written test. In oral test, the teacher appreciates more for the students who perform orally. She gives the additional mark for them if they show the speaking in front of the classroom.

It is different with the Wulandari's work (2010) which just finds the question-answer in evaluation system. Here in this study the writer finds more evaluation system during the implemeting teaching speaking in the classroom, they are quiz, homework, reading aloud, and question/answer. The theory used about evaluation system by Wulandari (2010) is from O'Malley and Pierce (1995). Then the writer just applies the Nakamura & Valens (2001) for analyzing the evaluation sytem.

#### **D. Conclusion**

The study is describe the instructional design on teaching English in speaking skill at SMP Negeri 2 Kebakkramat. All aspects of instructional design that include syllabus, learning objective, classroom procedure, claasroom technique, instructional material, teacher's role, student's role, and assessment model. The research conducted qualitative research especially naturalistic approach. SMP Negeri 2 Kebakkramat has two learning objective that written in KTSP 2006 Curriculum and syllabus, have a particular procedure, evaluation, and variaton media. the teacher still have many constraints, such as, the teachers are very often use the same model instructional material to teach in the class, not all steps in classroom procedure had done by the teachers in every meeting, the teacher rarely used English language, so the students are rarely listen and use English language in the teaching learning process and students sometimes noisy in the classroom and do not write task. The writer suggests to the teacher should change more various materials for students with different topic and style in learning, using native language more in teaching learning process, in order that the students get used listen the teacher's explanation in English and understanding English well, teacher

should can manages and controls classroom condition more and giving more evaluation various model in speaking skill to know the progress of students.

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