

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has a central role in the development of intellectual, social, and emotional learners and is supporting the success in studying all fields of study. Language learning is expected to help learners recognize themselves, their culture, and the culture of others. In addition, language learning also helps learners are able to express ideas and feelings, participate in the community, and even find and use analytical and imaginative abilities.

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. Ability to communicate in a full understanding is the ability of discourse, namely the ability to understand and / or produce spoken text and / or write realized in the four language skills, namely listening, speaking, reading and writing. The fourth skill is used to respond to or create a discourse in public life. 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).

Learning English in Junior High School targeted so that learners can reach the functional level to communicate orally and in writing to resolve everyday problems. This research is conducted in SMP Negeri 2 Kebakkramat. SMP Negeri 2 Kebakkramat is a state Junior High School and a nationally standard school. English teaching in SMP N 2 Kebakkramat aims to have the following capabilities:

1. Develop the competence to communicate in oral and written form in order to achieve the level of functional literacy.
2. Have an awareness of the nature and importance of the English language to enhance the nation's competitiveness in a global society.
3. Develop an understanding of learners about the relationship between language and culture.

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. This extracurricular for one year and once a week to each class for the first year student is obligated to follow this extracurricular.

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.

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. The existence of instructional design is obviously needed in English teaching. 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.

Student 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.

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.

And 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 phenomenon 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. Problem Statement

Based on the background above, the writer formulates the problems of the research as follows;

How is the instructional design on teaching speaking at the first year in SMP Negeri 2 Kebakkramat in 2014/2015 Academic Year?

1. What kind of syllabus is used for teaching English of extracurricular speaking class?
2. What is learning objective for teaching English of extracurricular speaking class?
3. How is classroom procedure teaching English of extracurricular speaking class?
4. How is classroom technique teaching English of extracurricular speaking class?
5. What are materials and media used for teaching English of extracurricular speaking class?
6. What are teacher's roles for teaching English of extracurricular speaking class?
7. What are student's roles for teaching English of extracurricular speaking class?
8. What is the assessment model for teaching English of extracurricular speaking class?

C. Objective of the Study

This research is intended to describe the teaching learning process of speaking skill based on instructional design at SMP Negeri 2 Kebakkramat.

It is to describe:

1. The kind of syllabus is used for teaching English of extracurricular speaking class.
2. The learning objective for teaching English of extracurricular speaking class.
3. The classroom procedure teaching English of extracurricular speaking class.
4. The classroom technique teaching English of extracurricular speaking class.
5. The materials and media used for teaching English of extracurricular speaking class.
6. The teacher's roles for teaching English of extracurricular speaking class.
7. The student's roles for teaching English of extracurricular speaking class.
8. The assessment model for teaching English of extracurricular speaking class.

D. Scope of the Study

In conducting this research, the writer limits her research on Instructional design of extracurricular speaking class at the first year of SMP N 2 Kebakkramat in 2014/2015 academic year.

E. Significance of the Study

There are two kinds of advantages, namely theoretical and practical significance.

1. Theoretical Significance
 - a. The researcher hopes that, this result of the research paper can be used as the reference in to know the instructional design that used in English lesson at the first year students.

- b. The finding this result of the research can be useful to the readers who are interested in analyzing instructional design to the first year students.

2. Practical Significance

a. For the Writer

The result of the research can be used as one of the ways to develop the writer's knowledge and experience.

b. For the Reader

The reader gets a large knowledge of the instructional design that used in English lesson at the first year students of SMP N 2 Kebakkramat.

c. For the English Teacher

The English teachers can choose the best way in teaching English conversation to be taught at the first year students of Junior High School.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction that consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II presents of underlying theory that deals with previous study and theoretical review which deals with notion of speaking, teaching speaking

Chapter III is research method which presents with type of the research, Object of the research, Data and data source, Method of collecting data, and technique for analyzing data.

Chapter IV presents research finding and discussion of the implementation of to know the instructional design that used in English lesson at the first year students of SMP N 2 Kebakkramat.

Chapter V is conclusion, pedagogical implication and suggestion. It consists of conclusions of the research and completed by suggestion to make the research paper.