

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Along with the importance of English as global language, the learning and teaching English plays an important role to achieve success to develop the student's ability in English. That is why English becomes part of curriculum in every school. Brown (2000: 7) stated that "Teacher is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning". Furthermore to make the artificial environment becomes real the teacher has to create a new environment in order that the learner will acquire the target language better. Teaching is aimed to bring the learner in order to be good individual, including many activities that are done by the teacher to manage and organize learning in classroom activities. Dulay (1982: 14) stated that teaching a second language means creating for students a part or all of new language environment. The teacher who is teaching the language is responsible to create the conducive environments of the language in the class. The teachers possess an important role in developing the student's ability in learning process. They should recognize each student and the level of student's ability, so they give treatment needed by each student and optimally develop the student's ability based on the objective of education.

Recently, Indonesian government has been trying to develop curriculum better to improve the quality of education. The government changes KTSP curriculum 2006 which called KTSP into curriculum 2013 it aimed to improve the quality of teaching English in Indonesia.

The history curriculum in Indonesia often changed every change of minister education. Some curriculums which have been applied before curriculum 2013 such as KBK in 2004 (*Kurikulum berbasis Kompetensi*). It emphasized on competence of the student

achievement both individually and classically. The process in learning uses some various methods. Besides, the learning resources are not only teachers but also other learning resources that have educational element. Another curriculum is KTSP in 2006 (*Kurikulum Tingkat Satuan Pendidikan*). The teachers have the authority to develop the curriculum independently by observing the characteristics of the students and the school environment. The most prominent difference is the teacher was given more freedom to plan in accordance with the learning environment and school condition, this is due to KD (*Kerangka Dasar*), SKL (*Standar Kompetensi Kelulusan*), and SKKD (*Standar Kompetensi dan Kompetensi Dasar*) set by the national education department. The last curriculum is curriculum 2013, which is aimed to help students get more opportunities to express themselves based on their needs, talent, and interest according to the school condition.

In applying curriculum 2013, the teachers should be able to create enjoyable activities to encourage students to speak English in the class. However, teachers sometimes do not have enough materials to conduct the activity during the teaching in the class. The 2013 curriculum is one element that contributes to the quality of the development process to realize the potential of learners. The 2013 curriculum is developed based on competency which is indispensable as an instrument to guide learners to become: 1.) Qualified human who is able to proactively respond to the challenges and changing times, and 2.) Educated human of faith and fear of God, noble, healthy, knowledgeable, skilled, creative, independent, democratic citizens, responsible. (*Materi Pelatihan Guru Implementasi Kurikulum 2013, 2014: 21*)

One of element in curriculum is Instructional design. Thus, a set of instructional design is needed to help students carry out teaching learning process well. It is important because it helps in order to facilitate the transfer of knowledge. Instructional design is the systematic process of planning and managing instruction to achieve effective learning (Arinto, 2010: 4). The components of an Instructional design consists of syllabus, learning

objective, material use, teaching procedure, teachers' role, students' role, instructional material, media use and evaluation. (Bandhana, 2010). While, Richard and Rodger (2001: 20) argued that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. That is why the existences of instructional design are clearly needed in English teaching.

Richard and Rodger (2001: 20) assumed that some components of Instructional design 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 main goal to provide students with good command of English so they are able to take part in various academic activities, most of which are conveyed in English. Therefore, the successfulness of attaining English cannot be separated from the instructional design.

The implementation of theory and practice of Instructional design in teaching learning English process is not easy because learning situations are dynamic. Instructional design is repeated process that is undertaken not once but repeatedly, for every learning situation. Besides that how the teachers plan and how to apply the instruction is influenced by teachers' beliefs about what learning is and how it happens. Different perspectives on learning will result in different approaches of instructional design.

There are two types of classes, regular class and acceleration class. The differentiation is that if the regular class needs 3 years to graduate, accelerated class only takes 2 years. Based on education glossary (2014) The term acceleration refers to a wide variety of educational and instructional strategies that educators use to advance the learning progress of students who are struggling academically. Regarding with the English Instructional Design in acceleration class, the researcher conducted the research at SMP N 1 Boyolali.

This school is chosen for some reasons: (1) SMP N 1 Boyolali is one of schools which has acceleration class. Academic acceleration is the advancement of students in subjects at a

rate that places them ahead of where they would be in the regular school curriculum. Acceleration is most often used as an intervention to accommodate the learning needs of gifted and talented students. Teaching in acceleration class is obviously different from regular class because the acceleration class is aimed to make the students graduate faster than regular class. (2) This school is one of ten schools in Indonesia which becomes partnership with Finland. The English teaching in Junior High School is the initial basis for education, since 2013 Curriculum removed the English subject in Elementary school curriculum. (3) SMP N 1 Boyolali is one of favorite schools in Boyolali that has acceleration class that most students from acceleration graduated with high score in National examination, in particular for the English score which is in fifth rank in Central Java. Therefore, the researcher believes that this school must have qualified English Instructional Design.

From the explanation above the researcher conducted a research on the eighth grader of Junior High School entitled **“The Implementation of English Instructional design based on curriculum 2013 at acceleration program SMP N 1 Boyolali: Naturalistic study”**

1.2 Limitation of the Study

This study only focuses on how the implementation English Instructional design based curriculum 2013 at SMP N 1 Boyolali in 2014/ 2015 academic year, especially in 8th grade of acceleration class.

1.3 Problem Statement

Based on the background knowledge of the study above, the researcher formulated the following research problems:

1. How is English Instructional design implemented in acceleration class of Junior high school 1 Boyolali?
 - a. What are the learning objectives used by the English teacher?
 - b. What is syllabus used in acceleration class?

- c. What are the instructional materials based on curriculum 2013 implemented by English teacher?
 - d. What are the classroom procedures and class activities based on curriculum 2013 implemented by English teacher?
 - e. What are the teacher's and student's roles?
 - f. What are the media used by the English teacher?
 - g. What is the evaluation model used by the English teacher?
2. To describe the obstacles faced by the teachers in implementing English Instructional design
 3. To describe the solutions taken by the teacher to solve problems faced by the teacher.

1.4 Objectives of the Study

In carrying this research the researcher formulated the objectives of the study as follows:

1. To investigate the implementation English Instructional design based curriculum 2013 of Acceleration class of SMP N 1 Boyolali
 - a. To explain the learning objectives used by the English teacher
 - b. To explain syllabus used in Acceleration class
 - c. To explain Instructional materials used in Acceleration class
 - d. To explain the Classroom procedures and Class activities implemented by English teacher
 - e. To explain the Teacher's and student's roles
 - f. To explain the media used by English teacher
 - g. To explain the evaluation model used by English teacher
2. To describe the weaknesses faced by the teachers in implementing English Instructional design

3. To describe the strenghts taken by the teacher to solve problems faced by the teacher.

1. 5 Benefits of the Study

The researcher hopes that this research put in something useful. These benefits of this study are distinguished into two benefits:

1.5.1 Theoretical benefit

This study can be used as reference for the future research. The result of this study is expected to be able to give information and contribution for development of the knowledge, an academic reference by other researchers to conduct further research and particularly an English instructional design study.

1.5.2 Practical benefit

1.5.2.1 The result of this study can improve teacher's understanding about the implementation of English instructional design

1.5.2.2. It also can improve the creation of effective and meaningful lessons for the students

1.5.2.3.This research would be beneficial for English teachers in Junior High School who wish to improve their quality in teaching by applying those effective Instructional designs.

1.5.2.4 Besides that, it is expected that this research is useful for the teaching learning process in Acceleration English class.

1.6 Research Paper Organization

The researcher constructedthis research paper into five chapters.

Chapter I: Introduction, which consists of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization

Chapter II: previous study and underlying theory that are related to theoretical review that consist of the curriculum 2013, scientific approach, and the components of instructional design.

Chapter III: research method that deals with type of research, object of the study, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV: result of the research and discussion that consists of the result to describe components of English instructional design.

Chapter V: Conclusion, pedagogical implication, and suggestion that concern with the conclusion of the research finding made by the researcher and completed by suggestion