

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is the language that very important in the world. It was became an International language and some country using English as their first language. People that can speak English will easier to go abroad because all people around the world speak English. So, the learning English language begins from education in the school.

Education is successful when it produces positive change both in terms of knowledge, skills, behaviors, and attitudes on students toward maturity and can be used in social life (Supardi, 2013: 45). The function of the education is to make the people found their personality. Its purpose is to prepare the people itself face the world.

Education frequently takes place under the guidance of the educator, but the learners also educate themselves. It means that they both learn together. Education divided into two kinds that are formal education and informal education. Formal education usually begins with preschool or kindergarten, elementary school, primary school, secondary school, and college.

Indonesia is one of the countries where English is used as foreign language. English begin taught from Elementary school to university. English taught in the school, because English language is very important in the whole life. Besides, English language also used in the working area. On the other hand, some school taught English language from kindergarten.

Education is the action or process of teaching someone especially in a school, college or university. English language is one of the important subjects in the school. Some student really like learning English, but some students find difficulties to learn English.

Each country has their certain educational philosophy and goals among the other country. There are some aspects that influenced them, such like culture, ideology, religion, and needs of the State itself. Curriculum is a

set of rule and plan about the content of learning materials as guidance in teaching learning process. It means that the teaching learning process occurred for some activity goals.

According to Risk (1958: 34) curriculum based on the traditional definition consists of a systematic arrangement of course or subject to meet the needs of certain group of course or the students. These definition was not acceptable anymore because too old definition. In the fact, the curriculum boarder to be better based on the development of teaching learning process.

The curriculum purposed to develop the program of the school. In this era, each school gives opportunities to develop the curriculum program. There is a relation between curriculum and instructional design. Instructional design is the systematic process of planning and managing instruction to achieve effective learning (Arianto, 2010: 14). There are many aspects include in the instructional design such syllabus, learning objective, teaching procedure, material use, teacher's role, student's role, instructional material, media use and evaluation (Bandhana, 2010). It means that instructional design depend on the curriculum currently.

The existence of the Instructional design is clearly needed in English teaching learning. According to Richard and Rodger (2001: 20) component of Instructional design are the general and specific objective, syllabus model, type of learning and teaching activity, learner's role, teacher's role, and instructional material. Those aspects provide the students with good command of English so they can take part to various activities, especially in English teaching learning. The successfulness of teaching English can be separated from instructional design.

The purpose of the instructional design is to make the teaching learning process easily and clearly. The teacher can prepare the lesson plan until evaluation before teaching learning process. The benefit of instructional design is to make the guide line before teaching learning process. It also safe the time and energy and get the satisfied result after give evaluation to the students. It was appropriate with the object of this research. It will apply in *Program Khusus* class.

One of the development programs is *Program Khusus* class. *Program Khusus* class is the curriculum program developed by the school. It usually used by Islamic based learning. Here, the *Program Khusus*'s class focuses on the language comprehension.

*Program Khusus* class is the one of innovation of education nowadays. The goal of this program is to make the language learning deeper especially English and Arabic. The time for learning English and Arabic is longer than regular class. The differences of *Program Khusus* class and regular class are especially in language learning. *Program Khusus* students have more time to study language, both practice and theory. The goal of *Program Khusus* class is to make student fluently in language learning especially English.

SMP Muhammadiyah 5 Surakarta is one of the schools that applied *Program Khusus* class. It applied in this school from 2015/2016 academic year. Firstly, the PK class just applied in seventh grade at that time. There are two classes of *Program Khusus* class. So, in that year there are just two *Program Khusus* class. It called training of this program. In this year there are seven classes of *Program Khusus* class in SMP Muhammadiyah 5 Surakarta. It divided into three classes for seventh grade, 2 classes for eighth grade, and two classes for ninth grade.

This school is one of the schools that have significant progress in Surakarta. It can be seen from the innovation of new program that is *Program Khusus* class. It is definitely different among the regular class. The students have to follow the selection test to get a position in the *Program Khusus* class. So, the students of *Program Khusus* are selected by the test.

From the explanation above the researcher conducted the study into the title "INSTRUCTIONAL DESIGN OF ENGLISH TEACHING FOR *PROGRAM KHUSUS* AT SMP MUHAMMADIYAH 5 SURAKARTA"

## **B. Limitation of the Study**

This research focuses on the instructional design of English for *Program Khusus* class at SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year which is can be limited as follows:

1. The subject of the research is the English teacher and the students, seventh grade of *Program Khusus* students of SMP Muhammadiyah 5 Surakarta.
2. The object of the research is the instructional design in the teaching learning process of English at *Program Khusus* students especially 7A class of SMP Muhammadiyah 5 Surakarta. It held only in the 7A class of *Program Khusus*. The purpose of the limitation of the study only on 7A class of *Program Khusus* is to make this research more detail and focus.

### C. Research Problems

Based on the background study above, the main problem of the research stated as “What is the instructional design of English Teaching for *Program Khusus* at SMP Muhammadiyah 5 Surakarta?”

To make the research problem in line, the writer subsidiary the research questions, as follows:

1. What is the syllabus used for English teaching?
2. What are the learning objectives of English teaching?
3. What are the instructional materials used for English teaching?
4. What is the teaching design applied in English teaching? The designs include the following aspects such as:
  - a. What is the teacher’s role?
  - b. What is the student’s role?
  - c. What are classroom activities?
  - d. What is classroom procedure?
  - e. What are the media used?
5. What is the evaluation used for English teaching?
6. What are strengths and weakness of instructional design of English teaching?

### D. Objectives of the Study

Based on the problem statement above, the main purpose of the research is describing the instructional design of English teaching for *Program Khusus* at SMP Muhammadiyah 5 Surakarta especially in 7A class of *Program Khusus*, it includes about:

1. The syllabus used for English teaching.
2. The learning objectives of English teaching
3. The instructional materials used for English teaching
4. The teaching design applied in English teaching, such as teacher's role, student's role, classroom activities, classroom procedure, and the media used for English teaching.
5. The evaluation used for English teaching.
6. The strengths and weakness of instructional design of English teaching.

#### **E. Benefits of the Study**

There are two benefits of this research as follows:

##### **1. Theoretical Benefit**

- a. The result of this study gives more knowledge about teaching learning process of English especially in *Program Khusus* classroom.
- b. The result of this study gives some input or knowledge who wants to analyze the instructional design of English in *Program Khusus* classroom.
- c. The result of this study can be used as the references to conduct a research in instructional design of English in *Program Khusus* classroom.

##### **2. Practical Benefit**

There are some benefits of the research, as follows:

- a. For teachers : The result of this study will give some information and knowledge about instructional design in the English teaching learning process at *Program Khusus* classroom.
- b. For the other researcher : the finding of this study can give additional reference to conduct further related research.
- c. For readers : The result of this study will enlarge reader knowledge in English teaching learning process.
- d. For writer : The researcher could find the strength and weakness of instructional design in the teaching

learning process of *Program Khusus* students of SMP Muhammadiyah 5 Surakarta.

#### **F. Research Paper Organization**

Research paper organization is arranged to make the reader easier in understanding the research paper. This research paper is divided into five chapters. In chapter I, the researcher explains about the background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization. In chapter II, the researcher explains about previous researches related to this research and theoretical review. The theories will deal with this research are teaching and learning theories and *Program Khusus* class related to the study. Next in chapter III consists of type of the research, subject of the study, object of the study, data and data source, technique of collecting data, and technique for analyzing the data. In chapter IV, the writer gives the analysis of the result and also the discussion of the English teaching learning process of *Program Khusus* classroom in SMP Muhammadiyah 5 Surakarta. The last is chapter V which give the conclusion and suggestion related to the research.