

AN INTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH AT SMP MUHAMMADIYAH I KARTASURA 2013 ACADEMIC YEAR: A NATURALISTIC STUDY

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis desain instruksional untuk pengajaran bahasa Inggris di SMP Muhammadiyah I Kartasura tahun akademik 2013. Dalam penelitian ini ada sembilan komponen desain instruksional diselidiki, yaitu: (1) tujuan pembelajaran, (2) silabus, (3) peran materi pembelajaran, (4) prosedur pembelajaran, (5) peran guru, dan (6) media pembelajaran. Jenis penelitian ini adalah deskriptif kualitatif pendekatan terutama naturalistik. Data dikumpulkan dari kegiatan belajar-mengajar, informan, dan catatan lapangan. Ada tiga teknik pengumpulan data, yaitu: observasi, wawancara, dan dokumen. Teknik analisis data yang digunakan adalah deskriptif kualitatif melalui reduksi data, pemaparan data, penarikan kesimpulan, dan verifikasi. Hasil penelitian adalah sebagai berikut: (1) Tujuan umum adalah untuk mengembangkan pengetahuan, karakter, keterampilan untuk hidup mandiri dan pendidikan berkelanjutan. Tujuan pembelajaran khusus adalah mengembangkan kompetensi komunikatif siswa dengan empat keterampilan berbahasa: mendengarkan, berbicara, membaca, dan menulis; (2) Jenis silabus adalah nosional dan fungsional; (3) peran bahan ajar adalah sebagai sumber bahan presentasi, untuk praktek di kelas, dan untuk stimulasi kegiatan kelas; (4) prosedur kelas yang digunakan adalah apersespsi, eksplorasi, eksplanasi, elaborasi dan evaluasi, dan pendekatan berbasis genre; (5) peran guru adalah fasilitator, organizer, manajer, penilai, perencana, dan motivator; (6) media yang digunakan dalam proses belajar-mengajar yang digunakan buku teks dan gambar sebagai media cetak, video, dan gambar yang ditunjukkan dengan LCD.

Kata Kunci: *desain instruksional, proses belajar mengajar, naturalistik.*

ABSTRACT

This study is aimed at analyzing the instructional design for the teaching of English at SMP Muhammadiyah I Kartasura 2013 academic year. In this research, there are nine components of instructional design investigated, 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, and (9) evaluation model. The type of the study is descriptive qualitative especially naturalistic approach. In this research, the data are devired from event, informant, and field note. There are three tech-

niques of collecting data, namely: observation, interview, and document. The techniques of analyzing data are collecting data, data reduction, data display, and verification conclusion. The result of the study, such as: (1) The general objective is to develop students' individual knowledge, character, skill for independent life and sustainable education. The specific learning objective is to develop students' communicative competence with four language skills: listening, speaking, reading, and writing; (2) The type of syllabus is notion functional syllabus; (3) the roles of instructional materials are as a resource for presentation materials, for learner practice, and for stimulation of classroom activities; (4) the classroom procedure used are Engagement, Exploration, Explanation, Elaboration and Evaluation and Genre Based Approach; (5) the teacher's role are facilitator, organizer, manager, assessor, planner and motivator; (6) the media used in teaching learning process is used textbook and picture as printed media, video and images showed by using LCD.

Keywords: *instructional design, teaching learning process, naturalistic*

INTRODUCTION

Language and human being are two unseparated components. Language is urgently needed by every human being in the world to communicate with each other. Finnochiaro (1970) in Srijono (2001: 7) states, "language is used to express one's emotions, needs, thoughts, ideas, attitudes, etc". While Wardaugh (1972: 8) states, "language allows people to say things to each other and express their communicative needs". English is very important for people in global era, most of people in this world use English language because English is an International language. The most important to understanding scientific and technical knowledge is through English language. Most of requirement to entering jobs is use English language too. Education is very important in our life. Also, mastering English language is important in our modern society and global area.

Because of its importance, English has been learned in many countries in the world included in Indonesia. For Indonesian people, English is not easy to learn because English is not the first language for Indonesian people. In Indonesia English has been taught in almost all schools. English is taught in all grades in Elementary school, Junior High School, Senior High School and in University.

In teaching English there have been particular rules in the teaching learning process. There have some regulations that must be implemented by the teacher to make the learner easy to understand the English. In the process of teaching learning process it needs some components to consider in the instructional design.

In this study, the researcher is interested in conducting a research related to the instructional design in the teaching of English in junior high school. The writer limits the study at SMP Muhammadiyah I Kartasura, focusing on 6 components of instructional design.

Richard and Theodore (1993:20) 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 learning objective, syllabus model, instructional material, classroom procedure, technique, learner's role, teacher's role, evaluation and media. All of the aspects has 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.

With regards to English curriculum, KTSP 2006 curriculum stated that learning objective is formulated into general education objective and specific objective namely indicator. In general objective included (1) Basic education is located on smartness, individual knowledge, character, skill for independent life and sustainable education, (2) intermediate education is increasing intellectuality, individual knowledge, character building and life skill and attaining sustainable education, and (3) vocational education id developing intellectuality, knowledge, character building, life skill and following vocational sustainable education. Etymologically syllabus means as a “label” or “table of content.” Syllabus can be said as a part of curriculum or selection and grading content.

Nunan (1990: 7) states that syllabuses began to appear in which content was specified, not only in terms of grammatical elements, but also in terms of the functional skills they would need to master in order to communicate successfully. According to Cunningsworth (1995: 7) stated that the role of instructional material namely: (1) A resource for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus (where they are reflected) learning objectives that have already been determined and (6) A support for less experienced teachers who have to gain in confidence. Based on the theory there are some models of classroom procedures. Richard and Theodore (1993) model of classroom procedure includes presentation, practise and production; Bybee’s model (1997) includes engagement, exploration, elaboration, and evaluation; Hamond’s model of Genre Based Approach covers building knowledge of text, modeelong of text, join construction of text, and individual construction of text; and finally Harmer’s (2001) model covers engage, study, and active.

Richard and Lockhart (1994: 105) stated the roles of the teacher in teaching learning are as facilitator, as classroom manager, as assesor, as motivator and as planner. Richard (1986) stated that learner’s role to plan their own learning program and this ultimately assume responsibility for what they do in the classroom, learners monitor and evaluate their own progress ,learner learn from the teacher and learners are members of a group and learn by interacting with others.

Here the researcher aims to analyze all components of instructional design at SMP Muhammadiyah I Kartasura. The writer wants to analyzing whether the instructional design at SMP Muhammadiyah I Kartasura suitable with the theory. It involves learning objecives, syllabus, role of instructional material, teacher roles, learner’s roles, classroom procedures, classroom techniques, and evaluation models. In this research the writer uses Qualitative method of analysis that is included descriptive interpretative. The benefits of study, theoretically is to be used as an input in improving teacher’s ability to teach English especially in the teaching of English. The practically benefit, The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching English.

RESEARCH METHOD

In this study, the writer uses descriptive qualitative, especially naturalistic research. The subject of the research is the English teacher and the students at SMP Muhammadiyah I Kartasura in 2013/2014 academic year. The teachers are Mrs. Yayuk Nur Rahayu and Miss Fauziati (Class C)

and total of the students are 79. They are 40 students in class A, and 39 students in class C. The object of the research focuses on an instructional design for the teaching of English at SMP Muhammadiyah I Kartasura in 2013/2014 academic year, 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 evaluation model. The data are taken from event, informant, and field note. The method of collecting data are observation, interview and document. The method of analyzing data are collecting data, data reduction, display data, and conclusion. The researchers prove the validity of data by using triangulation method. The writer examine the data validity from data triangulation, method triangulation and review informant.

FINDING AND DISCUSSION

There are six components investigated in this study, namely; learning objective, syllabus, instructional material, classroom procedure, teacher's role, media and evaluation model.

The general learning objective of the English teaching is to develop the students' intellectuality, knowledge and character. The specific learning objective is to develop the students' communicative competence both in spoken and written production. This is to meet the challenge in the development of science and technology in this globalization era. In more specific term, the students are expected to understand, to response, to communicate, and to interact the simple transactional and interpersonal in their environment in English.

It is stated in KTSP 2006 curriculum learning objective is formulated into general education objective and specific objective namely indicator. In general objective in elementary education is to develop individual knowledge, character, skill for independent life and sustainable education; in intermediate education is to develop intellectuality, individual knowledge, character building and life skill and attaining sustainable education; and in vocational education is to develop intellectuality, knowledge, character building, life skill and following vocational sustainable education.

The specific learning objective of the teaching English is usually stated in the lesson plan as the specific preparation in instructional or teaching learning activities. Specific objectives can be differentiated for each language skill. Each skill like listening, speaking, reading, and writing has its aim in each lesson.

With regards to the syllabus, the researcher determines that the kind of syllabus used in SMP Muhammadiyah I Kartasura is notional functional syllabus. The syllabus is viewed as a living, complex, and dynamic phenomenon to make the learners able to analyze the language and to make them communicatively competence. The students are expected to master not only the language skill but also understand how the language works. The importance of syllabus is also pinpointed by other teacher in previous finding.

The materials used by the English teachers include printed material such as: the textbook and the material and non printed material, that is, material accessed from the internet. the role of instructional material includes the following specification, namely: (1) a resource for presentation materials, (2) a source of actively for learner practice and communicative interaction (3) a reference source for learners on grammar vocabulary, pronunciation and so on. (4) a resource of stimulation and ideas for classroom activities. This finding is in accordance with the theories, especially Cunningsworth (1995: 7) who stated that the role of instructional material namely: (1) a resource for presentation materials

(spoken and written), (2) a source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) a source of stimulation and ideas for classroom activities, (5) a syllabus (where they are reflected) learning objectives that have already been determined and (6) a support for less experienced teachers who have to gain in confidence.

The classroom procedure that used by the teacher was 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and GBA (Genre based Approach). So, the writer concludes that the teacher used two types procedure in teaching learning process: the first type is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) which in accords with the Bybee's (1997) theory. And the second classroom procedure is GBA (Genre Based Approach). This procedure in teaching English is suitable with Hammond's model.

The teacher's role are facilitator, manager, organizer, assessor, empower motivator and planner. Richard and Lockhart (1994: 105) stated the roles of the teacher in teaching learning are as facilitator, as classroom manager, as assesor, as motivator and as planner. Based on explanation above, the writer concludes that the teacher's role in teaching learning process is suitable with Lockhart's theory. The leaner's role are learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, learner is monitor and evaluate of his or her own progress, learners are members of a group and learn by interacting with others, learner is a tutor of other learner. Johnson and Paulson (1976) in Richard (1986) stated that learner's role to plan their own learning program and this ultimately assume responsibility for what they do in the classroom, learners monitor and evaluate their own progress ,learner learn from the teacher and learners are members of a group and learn by interacting with others. The writer concludes that the learner's role in teaching English on writing skill is suitable with the theory by Johnson and Paulson.

The teacher used textbook, picture, images and video that is shown by using LCD as the media. There are some similar perceptions about media. Media is such things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention and the students' interest to build the teaching learning process. According to the theory the varieties of teaching media (Harmer, 2001: 134) are as the following: picture and images, overhead projector, board, language laboratory, Bits and Pieces, computer and video.

CONCLUSION

The result of the study can be summed up into the followings: (1) There are two learning objective of teaching English especially in English teaching namely: general objective and specific objective. In general learning objective based on KTSP kurikulum. In specific learning objective of teaching English is written in syllabus and it supported indicator of lesson plan; (2) The type of syllabus is notion functional syllabus; (3) the roles of instructional materials are as a resource for presentation materials, for learner practice and communicative interaction, grammar, vocabulary, pronunciation stimulation, and to support less experienced teachers; (4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and GBA (Genre Based Approach); (5) the teacher's role are facilitator, organizer, manager, assessor, planner and motivator; (6) the media used in teaching learning process is used textbook and picture as printed media, video and images showed by using LCD.

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