

**INSTRUCTIONAL DESIGN FOR THE TEACHING OF ENGLISH
AT THE FIRST YEAR OF SMP N 3 SAWIT BOYOLALI:
NATULISTIC STUDY**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015**



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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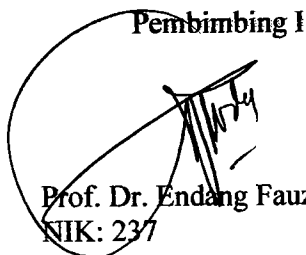
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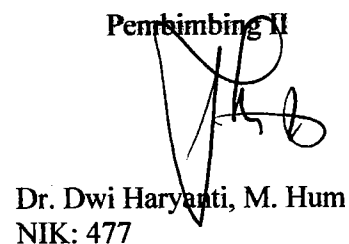
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AT THE FIRST YEAR OF SMP N 3 SAWIT BOYOLALI:
NATULISTIC STUDY**

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ABSTRACT

This research aims at describing an instructional design for the teaching of English at the first year of SMP N 3 Sawit, Boyolali. The objective of this study is to describe an instructional design in the teaching English at SMP N 3 Sawit, Boyolali. In this research, there are eight components of instructional design in the teaching of English that the writer analyzes, namely: (1) learning objective, (2) classroom procedures, (3) classroom techniques, (4) role of instructional material, (5) teachers' role, (6) students' role, (7) role of media, and (8) evaluation model. The type of this study is descriptive research especially naturalistic study. The data are derived from event and informant. The methods of collecting data are observation, interview, and documentation. The techniques of analyzing the data are reduction of data, display of data and conclusion or verification. The result of this study shows that: (1) There are two learning objectives in the teaching English class namely: general objective and specific objective. The general objective is to develop the ability to communicate in English both in spoken and written form to deal with the development of science and technology in facing the globalization era. While, in specific objective can be differentiated for each language skill; there are speaking, listening, reading and writing. The specific learning objectives are difference in each skill based on the kinds of text, namely: transactional text, interpersonal text and monologue text. Each text has specific objectives in each skill. (2) The classroom procedure is based on Indonesian version of the 2006 curriculum's model there are exploration, elaboration and confirmation (EEC). (3) The classroom technique during exploration cycle such as instructor-initiated question or probes, oral repetition and advances organizer. During elaboration cycle such as role playing, answering question and discussing a topic or question. While, during confirmation cycle such as peer-editing and instructor's feedback. (4) The roles of instructional material are printed material and comprise both of printed and unprinted sources as access material and material in the internet. Printed material as a reference source for students on grammar, vocabulary, pronunciation, and so on whereas both of printed and unprinted source as help the students to more understand what the topic will learn in the class, as a source of actively for students practice and communicative and as an additional material. (5) Teacher's role in the teaching learning process are teacher as controller, as organizer, as assessor, as prompter, as participant, as resource, as tutor, and as observer. (6) The student's role are the learner is monitor

and evaluator of their own progress, learner is a member of a group and learns by interacting with others, and also learner learns from the teacher, from other students and other teaching sources. (7) The media used by teachers are picture and images, board and video. Picture, images and board as a visual media whereas video as an audio visual media. (8) The evaluation model used by teachers are daily examination, mid test and final test.

Key words: instructional design, teaching English.

INTRODUCTION

Presently, the English language has been used by more than half the world's population. The function is not only as a tool or medium to communicate between nations, but also increasingly widespread and important, namely as a language of science, technology, socio-economic, cultural, and even art. English as a global language and the function holds a very important role. The era of advancement of science and technology is rapidly increasing; the opening of opportunities to communicate internationally and free market of immediate demands of the Indonesian nation has a competitive competence in all areas. Indonesia can no longer just rely on natural resources and the physical ability to achieve well-being, but must rely more on human resources professional.

English is a tool to communicate orally and in writing. Understanding communicates and discloses the purpose is to understand the information, thoughts, feelings, and develop science, technology, and culture of the English language. More specifically, English is an international language that is considered to be very important as a tool or medium for absorption, transfer, and the development of science, technology, art and culture, and building relationships with other nations. By studying and mastering the English language, then someone will open the insight and knowledge internationally. Therefore, learning English is very important given the increasingly global world of information at this time.

In junior high school, teaching English consist of four language skills, there are listening, reading, speaking and writing. Teaching English in junior high school is the basis for understanding English. In the teaching English process, teachers must always do activity that makes of the students increase. For students, four skills are so difficult to manage each other. Because of it, the existence of instructional design is most important in the teaching learning process.

Instructional design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the

development of a delivery system to meet those needs. It includes development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities.

According to Richard and Rodger (2001: 20) instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. In fact, being of instructional design is needed in English teaching. The components of instructional design, such as learning objectives, classroom procedure and technique, learner's role, teacher's role, role of instructional material and the role of media. All of the aspects have the main goal to give students with good command of English, so that they are able to take part in various academic activities.

In this case, SMP N 3 Sawit had been chosen as the subject of the research because in the teaching learning process, students must to learn four skills, namely speaking, listening, reading and writing. So, the writer wants to analyze how the instructional design in this school. Beside that, the writer found that in the teaching learning process there is a lack of media, the English laboratory cannot be used in teaching learning process so listening activity only can to do in the classroom. Teachers speak orally and the students listen what the teachers says.

Based on the phenomenon, the writer wants to conduct a research about how SMP 3 Sawit Boyolali employs the instructional design on the teaching English process. This research will be entitled: *An Instructional Design for the Teaching of English Class to the First Year at SMP N 3 Sawit Boyolali*.

The objectives of this study are to describe an instructional design on the teaching English class which is included the teaching components such as learning objective, classroom procedures, classroom techniques, roles of instructional material, teacher's role, student's role, role of media and evaluation model which is used by the teacher at SMP N 3 Sawit, Boyolali.

There are five previous studies related the implementation of teaching learning process in education, namely Handoko (2014), Sukarmin (2013), Altun and Buyukduman (2007), Rifai (2013), and Isman (2012). Handoko's Work (2014) who conducted a thesis entitled "An Instructional Design for Teaching

Writing at Muhammadiyah University of Surakarta". Sukarmin's Work (2013) who conducted a journal entitled "The Effectiveness of the Instructional Model of Playing to Increase the Physical Fitness of the Lower Grade of Elementary School Students". Altun and Buyukduman's Work (2007) who conducted a journal entitled "Teacher and Student Beliefs on Constructivist Instructional Design: A Case Study". Rifai's Work (2013) who conducted a journal entitled "An Instructional Design for the Teaching of English at SMP Muhammadiyah 1 Kartasura 2013 Academic Year: A Naturalistic Study." Whereas, Isman, et al's Work (2012) who conducted a journal entitled "Effectiveness of Instructional Design Model (Isman-2011) in developing the Planning Teaching Skills of Teachers College Students' at King Saud University". Based on the previous studies, the writer may conclude that this research is original because this research is different from other researcher. The difference of this study from the previous study is the object and subject of data analysis. The writer research purposed at describing the teaching English process with knowing the learning objectives, classroom procedures, classroom techniques, roles of the instructional material, teacher's role, student's role, and roles of the media in teaching English process. The writer concludes teachers and students of seventh grade at SMP N 3 Sawit in 2014/2015 academic year.

There are the theories explain are about notion of instructional design and the components of instructional design namely learning objectives, classroom procedures, classroom techniques, the role of instructional material, teachers role, student's role, and the roles of media. According to Gustafson (1996) in Isman (2011:136) instructional design is analyzing what is to be taught/learned, determining how it is to be taught/learned, conducting tryout and revision, and assessing whether learners do learn. In learning objectives, according to Kusumo and Willis (1989: 52) learning objective is the statement describing what the learner is specifically required to learn or accomplish relative to a topic or task. In classroom procedures, the writer explain classroom procedures by Hammond's model, Indonesian version of the 2006 curriculum's model and Indonesian version of the 2013 curriculum's model. In Hammond's model there are four cycles based

on Fauziati (2014: 148) namely Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). While, in Indonesian version of the 2006 curriculum, there are three steps in process standard based on Education Ministry Regulation No. 19 of 2005. The steps are exploration, elaboration and confirmation. The last, in Indonesian version of the 2013 curriculum, there are five steps based on process standard in the Education Ministry Regulation number 65, the year of 2013. The steps are observing, questioning, gathering information, associating and communicating. The fourth, component of teaching English is classroom techniques. In classroom techniques, the writer divided into four skills, there are listening skill, speaking skill, reading skill and writing skill. In listening skill, according to Clack and Clark (1977: 43) in Fauziati (2010: 4) there are classroom techniques for listening skill such as oral repetition, paraphrasing, summarizing, answering question, simultaneous listening and reading aloud. Classroom techniques for speaking skill are such as role playing, games, problem-solving, discussion, and song. Classroom techniques for reading skill according to Harmer (2005: 68) in Fauziati (2010: 32) are text-based processing skills and knowledge-based processing skills. In text-based processing skills there are some techniques such as recognizing word meanings, recognizing phrases, recognizing sentence structure, and comprehension. In knowledge-based processing skills there are some techniques such as advances organizer, previewing, skimming and scanning, and prediction. Classroom techniques for writing skill according to Brown in Fauziati (2010: 51) has proposed several activities in order to encourage the generation of ideas there are reading (extensively) a passage, skimming and/or scanning a passage' conducting some outside research, brain storming, listing (in writing individually), discussing a topic or question, instructor-initiated question or probes, and free writing. The next components are the role of instructional material. Richard (2001: 208) argued that instructional materials generally serve as basic for much of language inputs for learners receive and practice language that occurs in the classroom. Instructional material includes materials used to facilitate learning for better results. Richard and Rodger (2001: 208) stated that

instructional material may take the form such as printed material, unprinted material, and materials that comprise both printed and unprinted sources such as self-access materials and materials on the internet. Furthermore, instructional material is to provide insight about whether specific materials are aiding students learning. Then, a teacher's roles are in the classroom. A teacher's style of teaching English in the classroom as the result of his believed the roles system. In Jeremy Harmer (2007: 57 -62) states that teacher may select such roles for themselves as controller, organize, assessor, prompter, participant, resource, tutor, and observer. Teacher as controller when they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in a groups. Teacher as organizer when students to do various activities such as when students need information and others. Teacher as assessor when students expect from their teachers is an indication of whether or not they are getting their English right. Teacher as prompter when students in a role-play activity. Teacher becomes participant when student discuss, role-play or group decision-making activities. Teacher as resource when students might ask how to say or write something or what a word or phrase means. Teacher as tutor when students working on longer projects such as when debate or talk in group. The teacher is as observer when he/she wants to observe what students do (especially in oral communicative activities) or when taking notes on student's performance. In student's roles according to Johnson and Paulson (1976) in Richard and Rodgers (1985: 22) said that learners were seen as stimulus-responsive mechanism which learning. Student's role according to Richard there four aspects are the 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, the learner is monitor and evaluator of his or her own progress, the learner is a member of a group and learns by interacting with others, the learner is a tutor of other learners, and the learner learns from the teacher, from other students and other teaching sources. The varieties of teaching media according to Harmer (2001: 134) such as picture and images, overhead projector (OHP), board, language laboratory, bits and pieces, computer, video, radio and tape recorder.

Picture can be in the form of flashcards, large wall picture, photographs, illustrations, projected slides and projector computer images. OHP are extremely useful pieces equipment since they allow teacher to prepare visual or demonstration material. Board is the most versatile pieces of teaching equipment. The language laboratory is organized in such a way that students can work on their own, can be paired or grouped with other students or can interact on a one-to-one basis with the teacher. A teacher may bring photographs, letter are an object that interesting for the students is bits and pieces. Computer uses in education generally and in the teaching of English in particular, continues it increase at an extraordinary speed-quite apart from it use in language laboratories. The main advantage of video is the students not only just hear language, but they see it too. The advantages of radio are it is topical and aesthetic and learners are generally motivated. The advantage of tape recorder can be used in all phrase of the cycle of teaching or learning activity, can both reproduce and record spoken language and can be used for individual as well as for group work. The last component of instructional design is the evaluation model. Mardapi (1999: 8) claimed that the evaluation is an activity for interpreting and describing the result of measurement. Hornby (1990: 194) states that evaluations is access or form an idea of the amount, quality or value something. Most teachers would probably agree in recognizing at least the following five general components. They are: 1) content: the substance of the writing, the ideas expressed, 2) form: the organization of content, 3) grammar: the employment of grammatical forms and syntactic pattern, 4) style: the choice of structure and lexical items to give a particular tone or flavor to the writing, 5) mechanics: the use of the graphic conventions of the language (David P. Harris, 1969: 68-69).

RESEARCH METHOD

The type of this study is descriptive qualitative research. The subjects of the research are the English teachers and the students of SMP N 3 Sawit, Boyolali 2014/2015 academic year. The teachers are Mrs. B (class B) and Mr. R (class F) and total of the students are 64. They are 32 students in class B and 32 students in

class F. The object of this research is an instructional design on the English teaching at the first year student of SMP N 3 Sawit, Boyolali. The observation is done by the writer in teaching learning process during on August 25th, 2014 until February 28th, 2015. The data are taken from observation, interview and documentation. The techniques for analyzing data are reduction of data, display of data and conclusion or verification.

FINDING AND DISCUSSION

From the observation that has been conducted, an instructional design in the teaching of English class shows in each component as follows:

1. There are two kinds of learning objectives namely general objective and specific objective. The general objective is based on *KTSP* curriculum is to develop the ability to communicate in English both in spoken and written form to deal with the development of science and technology in facing the globalization era. While, the specific objective stated on lesson plan. Specific objectives can be differentiated for each language skill; there are speaking, listening, reading and writing. The specific learning objective in the teaching English class at seventh grade in SMP N 3 Sawit, Boyolali are difference in each skill based on the kinds of text, as follows: transactional text, interpersonal text and monologue text.
2. Based on the observation, the writer found that two teachers used Indonesian version of the 2006 curriculum or *KTSP* 2006. There are three procedures, namely Exploration, Elaboration and Confirmation (EEC). In exploration activities, the teachers engage learners in finding and collecting information, using the media to enrich the experience of managing information, facilitating learners so that learners interact actively, encouraging learners to observe a variety of symptoms, catching signs that distinguish the symptoms on other events, observe objects in the field and laboratory. In elaboration activities, teachers encourage students to read and write the results of exploration, discuss, listen to opinions, to learn more about something, analyze the strength or weakness of the argument, deepen knowledge about something, build

consensus through a cooperative and collaborative activities, familiarize learners to read and write, test predictions or hypotheses, summed together, and prepare reports or writing, presenting study results. In confirmation activities, teachers provide feedback on what is produced learners through the learning experience, provide an appreciation of the strengths and weaknesses of learning outcomes by using the theory held by the teacher, adding information which should be controlled by learners, encourage students to use knowledge more than a trusted source to further strengthen the mastery of competencies learned to be more meaningful.

3. The classroom techniques in EEC (Exploration, Elaboration and Confirmation) procedures. In exploration cycle, the classroom activities such as instructor-initiated question or probes, oral repetition and advances organizer. In elaboration cycle, the classroom activities such as role playing, answering question and discussing a topic or question. While, in confirmation cycle the classroom activities such as peer-editing and instructor's feedback.
4. There are two instructional material that teachers used in the teaching English class namely printed material and both print and unprinted sources. The role of printed materials is as a reference source for students on grammar, vocabulary, pronunciation, and so on for example the textbook "English in Focus for Grade VII Junior High School (SMP/MTs) 2008, and Real Time 2007 from Erlangga." While, The role of comprise both print and unprinted sources, such as help the students to more understand what the topic will learn in the class, as a source of actively for students practice and communicative and as a additional material for example in www.belajarbahasainggris.us to show descriptive text.
5. Based on the observation of the research, the writer found that the two teachers at SMP N 3 Sawit, Boyolali had same roles, there are teacher as controller, as organizer, as assessor, as prompter, as participant, as resource, as tutor, and as observer. Teacher as controller when they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in a groups. Teacher as organizer

when students to do various activities such as when students need information and others. Teacher as assessor when students expect from their teachers is an indication of whether or not they are getting their English right. Teacher as prompter when students in a role-play activity. Teacher as participant when student discussions, role-play or group decision-making activities. Teacher as resource when students might ask how to say or write something or what a word or phrase means. Teacher as tutor when students working on longer projects such as when debate or talk in group. Teacher as observer when he/she want to observe what students do (especially in oral communicative activities) or when taking notes on students performance.

6. Based on the writer observation and interview, the writer found the role of students' are learner is monitor and evaluator of his or her own progress, learner is a member of a group and learns by interacting with others, learner learns from the teacher, from other students and other teaching sources.
7. Based on the writer's observation and interview, the writer found that the teacher used picture and images, board and video. Media picture and images much needed in the teaching learning process to help the students understand and know the material presented, attracted the attention of students, and can be used inside or outside the classroom, and also can be used not only for one student in the teaching learning process. The teacher show a picture or images taken from textbook "English in Focus for Grade VII Junior High School (SMP/MTs) 2008, and Real Time 2007 from Erlangga" and also taken from internet for example in 2.bp.blogspot.com to show a picture about field rice view. Using whiteboard, the teachers can explanation the material. Teachers sometimes write mistakes they have observed in a creative language activity on the whiteboard. The teacher used video taken from www.youtube.com for example to show a video in opening meeting by showing brain gym hands using LCD in order to make teaching learning process more attractive and to spur on enthusiasm for the students.

8. Based on the writer's observation, two teachers had same techniques of evaluation; it was done in mid test and final test. Beside mid and final test, the teachers also give the students test daily examination.

From the data which is obtained from the documents and interview in the teaching English, the objectives of English teaching can be viewed from the *KTSP* curriculum and syllabus. The learning objectives can be divided into two; there are general objective and specific objective. The specific objective is appropriate with *KTSP* curriculum. In the teaching English class, the teachers use I-CARE or EEC (Exploration, Elaboration and Confirmation) by Indonesian version of the 2006 curriculum's model. The teachers always used this stage in classroom in order to make students understand what the material that learned in one meeting. In the classroom, teacher uses many kind of teaching technique is can help the students to understand and think that the lesson is easy. Based on the writer observation, two teachers used some techniques, there are: a) in exploration stage, namely instructor-initiated question or probes, oral repetition and advances organizer, b) in elaboration stage, namely role playing, answering question and discussing a topic or question, c) in confirmation, namely peer-editing and instructor's feedback.

The finding of this study shows that the English teachers used printed material taken from the same book namely "English in Focus for Grade VII Junior High School (SMP/MTs) 2008, and Real Time 2007 from Erlangga." The role of printed material as a reference source for students on grammar, vocabulary, pronunciation, and so on. The teachers also take the materials in another source, such as internet. Internet is one of material that comprises both of printed and unprinted sources. The role of comprise both print and unprinted sources, such as help the students to more understand what the topic will learn in the class, as a source of actively for students practice and communicative and as a additional material when printed material is still difficult to understood by the students. Based on the observation and interview, the writer concludes that the material is suitable with the theory by Richard and Rodger. Based on the observation of the research, the writer found that the two teachers at SMP

N 3 Sawit, Boyolali had same roles, there are teacher as controller, as organizer, as assessor, as prompter, as participant, as resource, as tutor, and as observer. This is suitable with Harmer's theory (2007). Based on the writer observation and interview, the writer found the role of students' are learner is monitor and evaluator of his or her own progress, learner is a member of a group and learns by interacting with others, learner learns from the teacher, from other students and other teaching sources. The student's role is suitable with theory by Johnson and Paulson (1976) in Richard (1986). Based on observation and interview, the teachers at SMP N 3 Sawit, Boyolali used picture and images, board and video as media in the teaching learning process. Picture, images and board as a visual media whereas video as an audio visual and additional media in the teaching learning process. The media which is used is suitable with theory by Harmer (2001). Based on the writer's observation, two teachers had same techniques of evaluation; it was done in mid test and final test. Beside mid and final test, the teachers also give the students test daily examination. Most teachers would probably agree in recognizing at least the following five general components. They are: 1) content: the substance of the writing, the ideas expressed, 2) form: the organization of content, 3) grammar: the employment of grammatical forms and syntactic pattern, 4) style: the choice of structure and lexical items to give a particular tone or flavor to the writing, 5) mechanics: the use of the graphic conventions of the language (David P. Harris, 1969: 68-69).

Based on finding above, the writer can show a table as follows:

Component	Conclusion
Learning Objective	General objective and specific objective
Classroom Procedure	Exploration, Elaboration, Confirmation
Classroom Technique	Classroom techniques is based on classroom procedures
Role of Instructional Material	Printed material and both of printed and unprinted material
Teacher's Role	Teacher as controller, as organizer, as assessor, as

	prompter, as participant, as resource, as tutor, and as observer
Student's Role	Learner is monitor and evaluator of their own progress, learner is a member of a group and learns by interacting with others, and learner learns from the teacher, from other students and other teaching sources
Role of Media	Picture and images, board and video
Evaluation Model	Daily examination, mid test and final test

CONCLUSION

The general objective is based on *KTSP 2006* and the specific objectives are based on syllabus and lesson plan of teaching English for seventh grade. Classroom procedures of the teaching English divided into three steps namely exploration, elaboration and confirmation (EEC). The procedure is based on Indonesian version of the 2006 curriculum's model. In the teaching learning process always used this stage in order to make the students understand what the material that learned in one meeting. The teachers used the same techniques in the classroom. In exploration stage the teachers used some techniques, such as instructor-initiated question or probes, oral repetition and advances organizer. In elaboration stage the teachers used some techniques, such as role playing, answering question and discussing a topic or question. In confirmation stage the teachers used some techniques, there are peer-editing and instructor's feedback. The teacher take printed material as a reference source for students on grammar, vocabulary, pronunciation, and so on from textbook. The teachers also take the material from internet. Internet is one of material that comprises both of printed and unprinted sources. The role are as help the students to more understand what the topic will learn in the class, as a source of actively for students practice and communicative and as a additional material when printed material is still difficult to understood by the students. Teacher's role in the teaching learning process are teacher as controller, as organizer, as assessor, as prompter, as participant, as resource, as tutor, and as observer. The student's role in the teaching learning

process are the learner is monitor and evaluator of their own progress, learner is a member of a group and learns by interacting with others, and also learner learns from the teacher, from other students and other teaching sources. The media in the teaching English class are picture and images, board and video. The picture, images and board are as a visual media and video as an audiovisual media. Two teachers had same techniques of evaluation; it was done in mid test and final test. Beside mid and final test, the teachers also give the students test daily examination.

From the explanation above, it can be concluded that an instructional design in the teaching English class has several components there are learning objective, classroom procedure, classroom technique, role of instructional material, teacher's role, student's role, the role of media and evaluation model. Teacher should be ready for everything before they teach in the classroom, there is some important things that the teacher must do, such as pay close attention and understanding the content of syllabus which based on curriculum, understanding and reading again the lesson plan and the learning objective in order to the teaching learning process same as procedure, making classroom activities are attractive and interest, preparing the method and technique that suitable with the students level and material that will be taught, knowing exactly what materials and in what order he/she will give the lesson or material. Beside that, the teachers should prepares and checks media that be used in the teaching learning process in English class. All of aspect in teaching learning process at SMP N 3 Sawit, Boyolali is appropriate with theory, but there are several components in teaching learning process has weakness. In classroom techniques, the teacher always makes some variation to make students more active in the classroom but sometimes some students not following the instruction of the teacher and make noisy in the classroom. In the roles of instructional material, teachers very often use the same textbook to teach in the classroom in each meeting so students less enthusiastic when teaching learning process that happen in the classroom. In teacher's roles, the teachers rarely used English language in the classroom when teach, so the students are rarely listen and use English language too in the teaching learning process. In the

media, the lack of English laboratory in the teaching English make teachers only give listening and reading activity in the classroom. Teachers only speak orally and the students listen what the teachers says. However, English laboratory giving students' opportunities for both extensive and intensive listening and reading activity.

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