

AN ANALYSIS OF ENGLISH INSTRUCTIONAL MATERIAL IN RSBI-BASED SMP NEGERI 1, SURABAYA

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English



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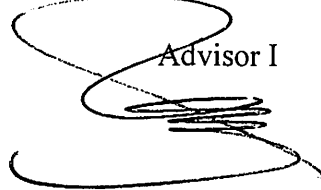
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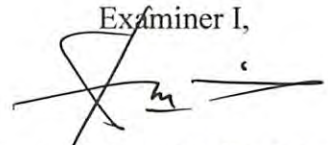
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C. Setting of the study.....	39
D. Data of the study.....	39
E. Data collection technique.....	39
F. Data analysis.....	41
CHAPTER IV DATA DISPLAY AND DISCUSSION	42
A. General description of the SMP Negeri 1 Surabaya.....	42
B. Instructional material.....	46
C. The way teacher develop instructional material.....	50
D. The implementation of instructional material in the classroom	52
E. Discussion	57
CHAPTER V CONCLUSION AND SUGGESTION	63
A. Conclusion.....	63
B. Suggestion	64
BIBLIOGRAPHY	65
APPENDIX	67

achievement of standards of competence of each lessons in particular education units.⁶

3. RSBI

Designated International Rating School (RSBI) is the school of Indonesia which has International level so that the graduates have the ability of international competitiveness.

⁶ Wina Sanjaya, *Perencanaan dan desain sistem pembelajaran* (Bandung: Prenada Media Group, 2008), 141.

- a. Visual instructional material consist of the printed material, such as hand out, books, module, brochures, student worksheets, drawings, photographs, wall chart, etc.
- b. Audio instructional material, such as cassette, radio, phonograph record, compact disc audio, etc.
- c. Audio visual instructional material, such as video compact disc, film.
- d. Interactive instructional material, such as CAI (computer assisted instruction), compact disc (CD), and web based learning material, etc.

c. The Purposes and Advantages of the Preparation Instructional Material

The three aims of the preparation of Instructional material are: Provide the instructional material that match with the needs of the students, help the student in finding the alternative instructional material from the difficult textbooks, and facilitate the teacher in learning process.

For the teacher there are some advantages of the preparation instructional material such as find the appropriate material based on curriculum and students needed. Teacher does not depend on the textbook anymore. The preparation of instructional material can increase the material because teacher can develop it with some source. It also increases the teacher ability in prepare the instructional material. Moreover, the preparation of instructional material can create the communication between teacher and

¹² Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, *konstruksi pengembangan ...* 161

- 1) The instrumental function serves to manipulate the instrument, to cause certain events to happen.
- 2) The regulatory function of language is the control of events.
- 3) The representational function is the use of language to make statements, convey facts and knowledge, explain or report – that is to ‘represent’ reality as one sees it.
- 4) The interactional function of language serves to ensure social maintenance.
- 5) The personal function allows a speaker to express feelings, emotion, and personality.
- 6) The heuristic function involves language use to acquire knowledge.
- 7) The imaginative function serves to create imaginary system or ideas.

Second language learners need to understand the purpose of the communication, develop an awareness of what the purpose of the communication act is and how to achieve that purpose through linguistic form. Speaking is common way to express their thought. Language is verbal behavior. People commonly use language when they communicate to each other. All normal people in the world could speak well although they can not read and write.

Moreover, speaking is one of basic skill that should be acquired by second or foreign language learners. A second or foreign language learner is considered success in learning speaking if they are able to communicate orally

There are some findings obtained from this study. First, in general, the lesson plans for English speaking class developed by the English teachers can be considered well-developed. Second, the lesson plan's components on which most of the teachers make mistake of are the material/ learning resources and assessments. Third, most of the teacher can develop the competence standards and basic competences in accordance with the content standard of SBC. Fourth, in developing the objectives of the study, most of the teachers have developed them in accordance with the basic competences and indicators. They have also formulated the objectives of the study well. Fifth, all of the collected lesson plans have the instructional materials developed appropriately with the basic competences, indicators, and context of students. Sixth, all of the teaching and learning methods of the lesson plans have been already developed in accordance with the basic competences and objectives of the study. Seventh, the teaching and learning steps on these lesson plans are all developed by focusing on the students, giving chances to the students to interact with their friends and environment, and emphasizing on problem solving. All of the teaching and learning steps are also developed in accordance with the teaching and learning methods. Eighth, most of the material/ learning resources on these lesson plans are not written operationally. Ninth, there are two lesson plans whose assessments are developed less appropriately with the basic competences and indicators. Also, half of the lesson plans have techniques of assessment that are not developed in accordance with the forms of instrument. The forms of

instrument are not developed in accordance with the rubrics, and the rubrics are not developed correctly.

The finding above gives us the detail knowledge about lesson plan which is usually use by teachers at senior high school, this finding is very useful to the teachers so that they can know the way to develop their lesson plan, and we can know the activity which is usually use by teachers at senior high school. In other hand, it should give us the knowledge how to implement the lesson plan in the class, not only the theory but also the practice in the classroom.

This research explains about lesson plan, it has the relation with the development that is done by teacher. The researcher expectation is from this research, the researcher will know the way how teacher usually develops their lesson plan.

So, from the research above the researcher tries to make this research, in order to know how to implement the instructional material at the classroom. The lesson plan is the important part in submitting the instructional material to the students.

supporting English speaking class namely brainstorming, presentation, discussion, role play and repetition drill, each of which was done with certain purposes. In the teaching and learning process, the teachers applied visual media such as pictures, verbal representation and real objects. The teachers were also helped by the multimedia equipments such as LCD and OHP which were provided in the classroom to conduct more attractive and effective teaching. The findings also revealed that there were some difference between general English class and supporting English speaking class in term of assessment. The teacher in general English class did not do assessment of speaking skill in every meeting. The teacher did assessment in some meetings which required a lot of speaking activities. It differs from supporting English speaking class where the teacher always did assessment in every meeting to monitor the development of students' speaking ability.

The researcher describes the international class in detail. The learning process is described in detail. It makes us know well about the activity and the instructional material. This research observes the international class and the supporting class.

The researcher tries to be more focus. In this research, the researcher only talks about the instructional material and its implementation in the class. In addition, instructional material is very important in teaching speaking, not only the method.

Second, the implementation of mind mapping in teaching speaking was so helpful to regulate students' ideas and stimulates the group presenter to extend the statement using their own words. It is interesting for them, because of its simple form and relatively easy to understand. Furthermore, the existing of students teaching students able to help reinforce the explainer's learning, encourage higher order to thinking and problem solving.

Third, the problems arose during the teaching speaking activity were grammatical errors made by students and here some students could not optimally share their questions and suggestions because of the limited duration of interactive session on each presentation. However, so far problems happened can be well anticipated by both teacher and students. For instance, the teacher always tried to reduce it by giving intensive exercise and explanation related to the grammatical material.

It is one of the researches that the researcher used to be a reference because this research serves the method in teaching speaking ability, it talks about the speaking clearly. This method also can be the good reference to the teacher in teaching speaking.

This research talks about the speaking skill in RSBI, but it focus on the method. The researcher observes how a teacher teaches speaking in this school and how the community in the RSBI class in senior high school. From this research the researcher can learn about the RSBI class.

In the previous studies, most of teachers are confused in choosing the right instructional material. Sometimes, teachers depend on one textbook. There are many instructional materials that can be used in teaching, not only visual but also audio and audio visual material. Some previous studies observe the method in teaching speaking, although the instructional material is also important in the learning process. So, this study is quite significant in coming to terms with this subject.

C. Setting of the Study

This research is based on SMP Negeri 1, Surabaya is a Secondary School located in Pacar Street no. 4-6 Surabaya. It was established in 1951 (formerly a part of the Military Headquarters (Navy) since 1940, and in 1951 its status changed to SMP 1 Surabaya)

D. Data of the Study

Data are everything taken from the observation whether they are facts or numerical sources.³⁶ Based on the problems of the study, this research uses a qualitative data. Data are collected through observation of teaching English speaking process, interview with teacher, and documentation of the instructional materials.

E. Data Collection Technique

In this research, the researcher uses observation, interview and documentation to collect the data.

1. Observation

The researcher uses non-participant observation in this research. Using observation has the possibility to take a note about the information, development, and activities directly. Another advantage is to observe the subject that have no time to interview or does not want to interview. The researcher uses this technique to collect data about the implementation of the instructional material in the classroom.

³⁶Suharsimi arikunto, *prosedur penelitian: suatu pendekatan praktik* (Jakarta: PT. Asdi Mahasatya, 2006), 118.

responses. Then, the teacher asked about the materials given in the previous meeting and the students answered. They seemed bored when they talked about the materials before. Then, the teacher showed the materials that would be used in that meeting.

The teacher gave a little information about the media that would be used in the classroom. The students gave the positive responses when they knew that they would watch the movie. The most important thing was they had to pay attention to the movie well to understand the movie because they had to retell the story in front of the class with their own words.

The title of the movie is *The Chronicles of Narnia*. It is familiar for the students because the movie had long duration. It was played in two meetings. After the teacher gave the motivation to the students, they asked to the students to watch and express their comprehension through their own words by having no decreasing point of each scene. However, they should use the appropriate grammar in their oral task.

The students were still confused and some of them asked the teacher what if the grammar was wrong or they could not speak fluently. Then, the teacher gave motivation to the students that they should express their understanding clearly and briefly. In addition, the students had to perform their oral comprehension in front of the class. They were ready to watch the movie. They watched it seriously, the movie took about 30

1, Surabaya. Theoretically, the students' interest to the lesson can be seen through the learning process. They have a note or not, or they give attention or not to the lesson.⁴⁷

Based on the data from the research, SMP Negeri 1, Surabaya uses textbook as visual instructional material and movie as audio visual instructional material. The teacher explains that using both materials are very helpful for teacher in the learning process. It also gives a big advantage not only for teacher but also for the students.

Both textbook and movie are good instructional material. Moreover both of them are suitable with the three principles in choosing instructional material, there are relevance, consistence and adequate. According to Sofan Amri and Iif Khoiru Ahmadi⁴⁸, the relevance instructional material means that learning materials should be relevant and suitable with the achievement of standards competence and basic competence. In the textbook, the material includes the standards of competence and basic competence. It is shown from the teacher's syllabus. The consistence instructional material means that there is the firmness between the instructional materials with the basic competencies that must be mastered by students. The textbook also contain so many exercises that help the students to master the basic competence. The adequate instructional material means that the material should be quite

⁴⁷ Abu ahmadi, *psikologi belajar* (Jakarta :rineka cipta,), 79.

⁴⁸ Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, *konstruksi pengembangan pembelajaran* (Jakarta: Prestasi Pustaka, 2010), 162.

The teacher's purpose in using audio visual instructional material are to facilitate the student, to motivate students to study hard, and also to get a the better achievement. Students usually get bored to use textbook, so teacher give another media in teaching speaking. Likewise for students, they feel more interesting using movie. For achieving better achievement, after students learn using movie, teacher asks them to take a note and retell in front of class what they watch. Moreover, using audio visual instructional material has so many advantages, such as Reduce verbalism, increases the permanence of learning, adds interest and involvement, stimulate self activity, provide the continuity of thought, provide experiences and not easily obtained through other means.

As data obtained from the research, the English teacher needs preparation in teaching speaking lesson with using movie to make a good interaction with the students. The preparation makes teacher do what they have to do. It makes teacher do the lesson plan smoothly. Teacher does not lose the words when teaching speaking. Teacher can lose the words when the teacher does not prepare their learning process well.

Teacher is important in the learning process. The ways they deliver the lesson also influence the students' interest, likewise in the development of the instructional material. In SMP Negeri 1, Surabaya, teacher develops the material using power point. Teacher summarizes the material from various sources and makes the slide about it. This power point can make the students

- b. The teacher needs to attend some trainings and workshops to get new information about the instructional material in teaching English speaking.
 - c. The teacher can search other references from magazine, newspaper, comic in order to make the students feel enthusiast in learning speaking.
 - d. The teacher should do the various appropriate methods to stimulate the teaching English speaking.
2. Suggestion for the further researcher
- a. The findings of this research are expected to be used as a consideration for other researcher who plans to conduct the similar research, especially related to the instructional material of the teaching English speaking.
 - b. It is also suggested to the further researcher to make a replicates study, for examples: an analysis of instructional material used in RSBI classes to support students' listening ability, an analysis of instructional material used in RSBI classes to support students' writing ability, and also an analysis of instructional material used in RSBI classes to support students' reading ability.

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