

CHAPTER I

INTRODUCTION

A. Background of the Study

Instructional design offers significant benefits for English as a Foreign Language (EFL) teachers. According to Umamah et al (2021) instructional design is a systematic procedure in practicing instructional activities. Developing instructional design is a complex series that require creativity, activity, and components interaction. Through a systematic instructional design process, EFL teachers can create more structured and effective learning experiences for their students. This helps in designing curricula that align with students' needs and proficiency levels, selecting appropriate teaching methods, and utilizing relevant learning resources. By implementing sound instructional design, EFL teachers can present learning materials in a more engaging and interactive manner, enhancing student engagement and stimulating the holistic development of English language skills. Furthermore, focused instructional design can assist teachers in objectively measuring learning outcomes and identifying areas that require improvement. Thus, the use of instructional design aids EFL teachers in creating more effective learning experiences that positively impact students' English language development.

The implementation of ineffective and inefficient instructional design can have detrimental effects in the context of English as a Foreign Language (EFL) education. When instructional design is not based on appropriate approaches tailored to students' needs and learning contexts, the outcomes might lack relevance and fail to support the development of English language skills. Ineffective designs could lead to dull or unengaging presentation of materials, resulting in low engagement and poor learning

outcomes. Furthermore, inefficiencies in instructional design may involve disproportionate or ineffective resource utilization, wasting valuable time and energy without achieving the desired results. In such cases, EFL teachers might struggle to assess learning goals and make necessary adjustments. Overall, the impacts of ineffective and inefficient instructional design can hinder students' progress in understanding and mastering English, while reducing the overall effectiveness of teachers' instructional efforts.

The advancement of technology and new approaches in education have opened opportunities for the development of innovative instructional designs. Innovative instructional design involves leveraging technology, project-based learning methods, student collaboration, and engaging learning experiences. In the digital era, EFL teachers are faced with the demand to integrate new tools and inspiring approaches into their instructional designs.

In this case, the development of Islamic education innovation has been described in the word of Allah SWT QS. Al A`raaf (7): 179, Meaning: "And verily We have made for the contents of hell most of the jinn and humans, they have hearts, but they do not use them to understand (Allah's verses) and they have eyes (but) they do not use them. to see (the signs of Allah's power), and they have ears (but) they do not use them to hear (the verses of Allah). They are livestock, they are even more misguided. They are the ones who are negligent."

The verse above explains that every human being thinks critically using the five senses that have been given by Allah SWT. This matter shows that there is innovation in

thinking. Islamic education plays a role in directing human thinking so that they can think critically to develop science

However, despite the potential and aspirations for innovative instructional design, challenges still need to be addressed. EFL teachers might encounter obstacles in developing innovative instructional designs that are relevant to their students' needs and classroom contexts. Constraints like limited training, access to technology, and understanding of innovative methods can also affect EFL teachers' ability to implement inspiring instructional designs.

Therefore, this research aims to investigate the EFL teachers' capability in developing innovative instructional designs. By comprehending the barriers, challenges, and supporting factors influencing EFL teachers' adoption of innovative teaching approaches, this study can provide valuable insights for the development of a more dynamic and effective English language education

B. Problem Identification

Based on the results of the research background, the researcher identified several problems, namely:

1. Limited Innovation in the Development of Instructional Design, the scarcity of innovation in the development of instructional design.
2. Lack of Teachers' Ability in creating Instructional Design, the insufficient capacity of teachers to create instructional designs

C. Problem Limitation

To avoid misunderstandings and to clarify issues, it is important to define problem boundaries.

1. This research focuses on the ability of EFL teachers at SMA Negeri 04 Kaur to create innovative instructional designs.
2. This study concentrates on the impact of innovative instructional design on EFL teachers.

D. Problem Formulation

This research was conducted to answer the following question

1. Do the EFL teacher's in create innovative instructional design ?
2. How do they create EFL innovative instructional design ?

E. Research objectives

Based on the statement in the research background, the research objectives are:

1. To find out Do the EFL teacher's in create innovative instructional design ?
2. To find out How do they create EFL innovative instructional design ?

F. Research Significance

It is hoped that this research can be used as a reference to determine EFL teachers' abilities in creating innovative instructional designs. The results of this study are expected to be useful for:

1. Teacher

English teachers can understand what innovative instructional design is so that teachers can apply it in classroom learning.

2. Students

After conducting this research, it is hoped that students can increase their motivation in learning English.

3. Other researchers

By doing this research, it will support and motivate other researchers who want to do research and also have a positive influence on teacher quality in developing innovative instructional designs so that students are more motivated to learn English.

G. Definition of key terms

1. Teachers ability

Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

2. Innovative

Innovative term could be define as ideas implementation or improvement for things in specific purposes. Relating education, innovation is sort of deviation from standard practice that obtains greater learning outcomes for students compared to regular or standard practice given equal amounts of resources and time. However, innovation does not always involve a mechanical, electronic or digital devices, it also

could be teaching and learning. Innovative in pedagogical aspect means creativity and novelty which teacher changes style and method.

3. Instructional design

Instructional design is a systematic procedure in practicing instructional activities. Developing instructional design is a complex series that require creativity, activity, and components interaction. Considering globalization stream and immense technology advance, educators need to improve their knowledges and abilities in instructional design. Therefore, learning design should always be innovative, adaptive, responsive towards era development and based on life skill. New perspective understanding in developing instructional design requires smart ethique in process.

