THE INSTRUCTIONAL DESIGN MADE BY TEACHER THE TEACHING OF READING SKILL FOR THE EIGHTH GRADE STUDENT OF SMP N 1 EROMOKO IN 2018/2019 ACADEMIC YEAR

THESIS

Submitted as A Partial Requirement

For the Undergraduate in English Language Education

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2019

ABSTRACT

Almadina Wijayati. 2019. *The Instructional Design made by teacher the Teaching reading skill for the eight grade student of SMP N 1 Eromoko in 2018/2019Academic Year.* Thesis.English Language Education, Culcutes and LanguagesFaculty.

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Keywords: Instructional Design, Teaching reading skill.

The objective of the research is to describe the instructional design for teaching reading skill to the eight grade of SMP N 1 Eromoko. In this research, there are six components of instructional design in the teaching writing that the researcher analyze, namely (1) Learning objectives, (2) Instructional materials, (3) Teaching method, (4) Classroom Procedure, (5) Teaching media, (6) Assessment.

In conducting this research, the researcher used descriptive qualitative research. The subject of this research was the English teacher by eighth grade in SMP N 1 Eromoko.In collecting data, the researcher used interview and documentation. The data were analyzed by: (1) Collecting the data, (2) Reducing the data, (2) Displaying the data, (3) Drawing conclusion. The researcher used data triangulation to get validity of data.

The result of this research shows that: (1) The steps in determining and formulating learning objectives of teaching reading skill writing the core competence (KI) and basic competence (KD). (2)the instructional material is divided into textbook, worksheet. (3) The steps in determining and selecting teaching method such as determining the learning objectives, select the method based on the learning objectives and the skill that has been developed, choose the technique that allows the students to do more learning activities. (4) The steps in designing of classroom procedure there are three stages such as opening, main activity based on 2013 curriculum that is scientific approach consists of observing, questioning, exploring, associating, and communicating, and closing. (5) the media used by teacher are video, Lcd, and internet. (6) The steps in designing of assessment teacher employs three aspect in assesing there are knowledge assessment, skill assessment, attitude assessment. .

ABSTRACT

Almadina Wijayati. 2019. Desain instruksional yang dibuat oleh guru keterampilan membaca mengajar untuk siswa kelas delapan SMP N 1 Eromoko pada tahun 2018/2019 Academic Year. Tesis. pendidikan bahasa Inggris, Culcutes dan LanguagesFaculty.

Pembimbing: H. Zainal Arifin, S. Pd, M. Pd

Keywords: desain instruksional, mengajar keterampilan membaca.

Tujuan dari penelitian ini adalah untuk menggambarkan desain instruksional untuk mengajar keterampilan membaca ke delapan kelas SMP N 1 Eromoko. Dalam penelitian ini, ada enam komponen desain instruksional dalam penulisan ajaran yang dianalisis oleh peneliti, yaitu (1) tujuan pembelajaran, (2) bahan instruksional, (3) metode pengajaran, (4) prosedur kelas, (5) media pengajaran, (6) Penilaian.

Dalam melakukan penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif. Subyek penelitian ini adalah guru bahasa Inggris dengan kelas delapan di SMP N 1 Eromoko.mengumpulkan data, peneliti menggunakan wawancara dan dokumentasi. Data dianalisis oleh: (1) pengumpulan data, (2) mengurangi data, (2) menampilkan data, (3) menggambar kesimpulan. Para peneliti menggunakan data Triangulasi untuk mendapatkan validitas data. Hasil penelitian ini menunjukkan bahwa: (1) langkah dalam menentukan dan merumuskan tujuan pembelajaran untuk mengajarkan ketrampilan membaca penulisan kompetensi inti (KI) dan kompetensi dasar (KD). (2) materi instruksional dibagi menjadi buku teks, lembar kerja. (3) langkah dalam menentukan dan memilih metode pengajaran seperti menentukan tujuan pembelajaran, memilih metode berdasarkan tujuan pembelajaran dan keterampilan yang telah dikembangkan, memilih teknik yang memungkinkan siswa untuk melakukan lebih banyak pembelajaran Kegiatan. (4) langkah dalam merancang prosedur kelas ada tiga tahapan seperti pembukaan, aktivitas utama berdasarkan kurikulum 2013 yang merupakan pendekatan ilmiah terdiri dari mengamati, mempertanyakan, menjelajah, bergaul, dan berkomunikasi, dan menutup. (5) media yang digunakan oleh guru adalah video, LCD, dan internet. (6) langkah dalam merancang guru penilaian mempekerjakan tiga aspek dalam assesing ada penilaian pengetahuan, penilaian keterampilan, penilaian sikap. .

CHAPTER 1

INTRODUCTION

A. Background of the Study

Teaching is very complex process. It deals with many different tasks, such as material selection, classroom activities selection and presentation, monitoring and assesing students understanding, providing feedbacks, and many others. In order to understand how teachers deal with these teaching dimensions, it is necessary to examine the beliefs which underlie their classroom actions. What teachers do reflect what they believe. Brown (2007:8) defines that teaching is showing or helping someone to learn how to do something, giving instruction, guding in the study of something, providing knowledge, causing to know or understanding. English language learning is very important learning for now.

English learning has 4 skill among others is listening, reading, speaking, writing. One of them is reading. Harmer (2007:99) stated that reading is useful for language acquisition. If the students understand about what they read, they will get better achievement than the others. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading is a great source of language learning: language can be acquired from reading as opposed to study directly (pollard,2008:44).

While Nuttal (in simanjuntak,1988:14) stated that reading as the meaningful interpretation of printed or written verbal symbol. Reading is a process in understanding the written texts involves someone's perception and thought (pang et. al.:2003). It can be concluded that reading is result of interaction between the reader's interpretations with the writter's ideas by comprehending to the text.

Reading is one the language skill that is important in teaching and learning. Dalman (2013 : 5) defines that reading is the heart of education. Someone who often reads will have extensive knowledge. "Reading is an active process that consists of recognition and comprehension skill" (patel & jain, 2008 : 113). When the students reads some texts, they can recognize words in sentence which it helped them to understand the meaning of these words. Reading is an important and interesting activity, reading is the key to learn because by reading students can get more information widely and it can increase knowledge without going anywhere.

In the learning process in senior high school, teacher is very dominan in helping student, which is very emphasized so that students are able to understand english lesson. Reading is one of skill in syllabus in english lesson. Syllabus is description about material that used by the teacher to teach student. Nunan (1997:3) states that syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation.

The government made the curriculum to facilitate teachers in learning.Therefore, education management should be oriented towards how to create better change. The curriculum can be interpreting as a set of subjects as well as educational programs that include the design of different types of lessons at school. With the curriculum, the process of teaching and learning in school can run well and regularly.

Nasution (2008:5) states that curriculum is the plan drawn up to launch the process of learning under the guidance and responsibility of the school or educational institution and faculty. It can be said that the term of curriculum is a planning arranged to get the success in the teaching and learning process that is instructed by the school or education department and also the teachers. Recently, the Indonesian government has been trying to develop curriculum better to improve the quality of education. In 2013/2014 academic year, the government changed curriculum 2006 which called KTSP into 2013 curriculum because several reasons, namely curriculum KTSP considered burden some learners because too much the subject matter that should be studied by students, and curriculum KTSP gives flexibility to teachers make the curriculum independently for each school was not in accordance with the plan. So that the government changes it.

One of the elements in the curriculum is instructional design. Thus, a set of instructional design is needed to help students carry out teaching and learning process well. It is important because it helps in order to facilitate the transfer of knowledge. Richards and Rodgers (2001:28) argue

that instructional design is the framework which the teacher takes the planned learning and teaching action to a lesson. Besides that, teaching components are also considered in the instructional design. Morrison, Ross and Kemp (in Gafur, 2012:34) classify that there are 9 components systems approach model for designing instruction, namely (a) determining of topic or general learning objectives, (b) determining students' characteristics, (c) determining of specific learning objective, (d) determining instructional material, (e) determining beginning test, (f) determining learning activities, media, and source learning, (g) coordinating supporting facilities, (h) evaluation, (i) revision. All of the aspects in the instructional design have the main goal to provide students with good command of English so they are able to take part in various academic activities, most of which are conveyed in English.

Talking about the importance of instructional design, Isman (2011:136) argues that instructional design has a big responsibility to design teaching and learning activities. All steps should be thought and chosen carefully and should be ordered in a meaningful way. Every detail can play an important role in the implementation of instructional design itself. Besides that, learning situations are dynamic, instructional design is an iterative process that is undertaken not once but repeatedly, for every learning situation, even when the materials to be used have themselves undergone an instructional design process (Arinto, 2009:4). It can be said that in every teaching in the classroom, instructional design has a big

influence in what teacher and students will do in the classroom based on the classroom situation.

Many kind of instructional design for teaching learning, so that the teaching and learning proces runs smoothly. Each school has different instructional design for teaching english, especially reading. In SMP N 1 Eromoko has design to make student understand what is taught by the teacher. Reading is a very important lesson with reading student can add vocabulary to students, knowledge meaning of the reading. for being successful in teaching and learning teacher should have goals, syllabus, theory, material, and much more.

Based on the observation, SMP N 1 Eromoko is favorite school and has two program reguler class and unggulan class. English teaching is one of favorite subjects. Teachers have different ways to make students easily understand english lesson. That way the teacher must be creative and innovative for the process of learning English so that students easily understand English lesson. But the researcher found the design used was not in accordance with the design that made in the learning procces. This is because sometimes the classroom situation is not controlled. And in the 2013 curiculum teachers are only facilitator but sometimes here teacher are not only facilitator but also teacher is dominan in teaching learning process. So, the teacher must have design to make students understand about material.

Based on the reasons above the researcher decided to conduct a research "**THE INSTRUCTIONAL DESIGN MADE BY TEACHER**

THE TEACHING OF READING SKILL AT THE EIGHTH GRADE STUDENTS OF SMP N 1 EROMOKO IN 2018/2019 ACADEMIC YEAR.

B. Identification of the Problem

Based on the background of the study, here has some a reason why the researcher identifies about the instructional design of teaching reading skill to eighth grade students of SMP N 1 Eromoko as follow:

1. The compulsory English teacher in the eighth grade student of SMP N 1 Eromoko prepares the instructional design before the teaching and learning process.

2. The teacher teaching English reading covered all of the components of instructional design based on 2013 curriculum

C. Limitation of the study

Based on the background of the research, the researcher limited focused on intructional design for teaching learning process of reading skill. The subject of the research was the eighth grade students of SMP N 1 EROMOKO IN 2018 /2019 academic year.

D. Problem statement

Based on the background study, the general question is specified into the following ubsidiary research questions. How is The *instructional design*

for teaching of reading skill at the eighth grade students of SMP N 1 EROMOKO in 2018 / 2019 Academic year ?

E. Research objectives

From the problem statement, the objective of the research was to describe the instructional design of teaching reading skill at the eighth grade students of SMP N 1 Eromoko in 2018/ 2019 Academic year.

F. Benefit of the study

This research hopefully gains the positive contribution especially in teaching English classrom, and the result can be used by teacher, students, and other researcher leter on .

1. Theoretically Benefit

This research is hopefully could give theoretical concerning the English teaching by instructional design, particulary for the teaching English reading skill. The teacher or the reader can get information and knowledge about instructional design teaching and benefit in teaching and learning activity. it is hoped that these theories can help the teachers to indentify methods of facilitating and supporting learning and indicate when to use and not to use these methods. The effectivenes of a method is heavily dependent on the context in which it is applied; instructional design methods are situational and not universal.

2. Practical benefit

   a. This study gives better understanding to the reseracher about instructional design of teaching reading skill.

   b. The reader will get more information about Instructional design of reading skill.

G. Definition of key terms

1. Instructional design

   Ragan and Smith (in Botturi, 2003:5) define instructional design as the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation.

2. Teaching

   Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000).

3. Reading skill

   Reading is the ability of an individual to recognize a visual form associate the form with a sound and/or meaning acquired in the past and on the basis of past experience, understand and interpret its meaning (Kennedy, 1981: 5).

CHAPTER II

THEORITICAL REVIEW

A. Instructional design

1. The definition of instructional design

The instructional design is learning procces designed by teachers in order to help the teaching and learning process in the classroom based on the available resources and focuses on what the instruction should be like, including look, feel, organization, and functionality. Moore et al., (2002: 71) writes that instructional design can be regarded as both a *science* and art. A science since it is rooted in learning theories which in turn draw their principle from psychology, sociology, philosophy, and education, and art since the designing of instructional material is a highly creative process.

According to Regan and Smith in Botturi (2003: 5), instructional design is the systematic and reflective process of translating principles of learning and instruction into plans for instructional material, activities, information resources, and evaluation. In additon, Ozcinar (2009: 559) defines that instructional design is the systematic development of instructional specifications, using learning and instructional theory derived from behavioural cognitive and constructivist theories, in order to ensure the quality of instruction. In another opinion, the instructional design , also called method design is the frame which teacher actions to lesson

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(Richards and Rogers, 2003: 16). It can be inferenced that instructional design is the framework of systematic and reflective process in learning derived from behavioural, cognitive, and constructivist theories in order to create qualifiedinstruction.

In addition, Berger and Kam (1996; 28) define instructional design as "the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the process of analysis of learning needs and goals the development of a delivery system to meet those needs. It includes development of instruction material and activies , and tryout".

Based on the correct principles of *teaching ideas* and English education are according to certain and requirement of teaching. The teaching of spesific objects and material for English teaching and specific aspects of the program, and related apects of the overall structure expected to make the plan effective. It is thought in English Teacher Education, thinking processes and teaching the art of expression instructional design is both a science and an art.

English teaching is a systematic project, it is interrelated interaction and mutual influence of the various elements of composition. Teacher in lesson, planning process, using systematif methods of these elements make reasonable arrangements and paints, called the Course Design. Through the design, the link between the variuos elemnts together to promote the teaching of systematic, teachers can improve the ability to handle a variety of teaching information, help teachers to be comprehensive and

understand the objective of teaching, and continue to improve and refine *classroom teaching* that the implementation of classroom instruction designed to improve *teaching quality* and efficiency of an essential work.

As Merrison, Ross & Kemp (2007: 5)suggest, "the goal of instructional design is to make learning more efficient and effective and to make learning less difficult". Although teachers do not always have to be instructionl design can be very helpful as Merrison, Ross & Kemp expalained :

" Knowing the basic principles of instructional design can he help to ensure that what is produced serves a necessary purpose, meets the needs of studentd, is attractive and well organized, to deliverd in an appropriate mode, and is contrinually eveluated and improved Unlike professional deigners, however, the typical teacher is not likely to need formal expertise in the various instructional design processes. However , basic familiarty with ,ajor principles and procedures (e.g., how to present text, write and deliver a lecture or prepare a test) can be extremely helpful both for the teachers own work and for evaluating commercial education products:, (2007: 5)".

Richards and Rogers (2001: 22) explain that, " A language learning theory underlying an approach's or method responds to two question :

1) What are the psycho-languistic and cognitive processes involved in language Learning?

2) What are the conditions that need to be met in order for these learning processes to be activition?"

In the approach component of the framework, language acquisition theory is concerned with beliefs about how second language acquisition occurs and the conditions which facilitate successful acquisition(2005: 22). Where Anthony (1995: 25) has used the label method, Richards and Rodgers have to term design. The aspect of design centers on taking an approach and applying it to the developmentof a method. There are number of consideration important to this process. As follows:

1) Asking what the aims of the method are.

2) Deciding how to select and organize content.

3) Types of learning tasks and teaching activities.

4) The roles of learners

5) The roles of teachers

6) The roles of instructional materials.

The aims or objectives of a method are influenced by theories of language and learning. For example, a method which seeks to promate general communication skills where expresing oneself meaningfully is as more important than doing so with grammar and pronunciation accuracy, could be said to be underpinned by the functional view of language and perhaps the UG theory of acquisiton (2005: 24).

Methods vary in syllabus content. Brown (1995: 25) indentifies a number different syllabus types , such as; functional, notional, skill based, and tasked based. Each of these can be attached types are connected with Communicative Language Teaching.

Approach with determine the choice of teaching and learning activities employed in the classroom. For instance, activities informed by the structural view will be biased toward grammatical accuracy; in contrast, those informed by the fuctional view will be toward communicating meaning. Additionally, just as approach cn determining the type of activity chosen, it can also determining different used for specific activity types. To illustrate, in Audio-lingual courses, interactive games are used enlived a class and as a break from what can be as tedious practice drills. However, in Communicative Language Teaching, they are used as a practice for certain functional communicative dialogues. Richard and Rodgers (2002: 26-27).

Methods of language teaching differ in the way they preceive the role of learner. This manifests itself in ways such as, the determintion of what activities learners engage in, how much control they have in determining content, the patterns of learner grouping etc. Richard and Rodgers (2002: 27).

The last component of Richard and Rodgers framework is procedure. This can be described as the techniques and practices that actually happen in the classroom. Procedure is how methods manage the presentation, pratice, and feedback of teaching. Teaching activities such as drills or information gap activities may be used to present new language. Pratice focusses on how particular teaching activities provide opportunities and communicating the positives or negatives of form and content of the learner's language.

2. Characteristics of Instructional Design

Characteristics of one instructional design are important. It has purpose to find out whether instructional design used by a teacher is good or not. Gustafson and Branch (2007: 21-27) point out that there are several characteristics that should be presented in all instructional design efforts as follows :

a. **Instructional design in learner centered**

It menas that learner and his or her performance are the point of all instructions teaching and other of instruction are simply means to the end of learner performance.

b. **Instructional design is goal-oriented**

Establishing well-defined project goals is central to the ID process Goals should reflect client expectations for the project and, if it met, ensure its appropriante implementation.

c. **Instructional design focuses on real-world performance**

Rather than requiring let met to simply recall information or apply some rules on a contrived task, instructional design focuses on preparing learner to perform the behaviors that will be expected of them in the real world.

d. **Instructional design focuses on outcomers that can measured in a reliable and valid way**

Rather that requiring learners to simply recall information or apply some rules on a contrived task, instruction design focuses on

preparing learners to perform the behaviors that expected of them the real world.

e. instructional design is empirical

Data are teh heart of the ID process. Data collection begins during the initial analysis and continues thought implementation. For example, during analysis phases data are collected so asa to compare what learners already know versus what they need to know.

f. instructional design typically is a term effort

Although it is possible for a single individual to complete an ID project , it is usually a team effort. Because of their size, scope, and technical complexity, most ID project require the specialized skills of a variety of individuals.

Based on the explanation above, it can be concluded that characteristics of an instructional design can be considered on learner-centered, goal-oriented, real world performance, meansurability empirical, and into a team effort.

3. Components of Instructional design

Supporting components in teaching and learning process are needed in order to construct an instructional design in learning. It is expected can create an effective teaching. Richard and Rogers (2001: 33) classify that the instructional design components are (a) spesific objective, (b) a syllabus model, (c) classroom activities, (d) learner's role, (e) teacher's role, and (f) instructinal material.

In line with Richard and Rogers, Dick et al., (2001: 6-8) also classify that there are 10 components system aproach model for designing instruction, namely (a) assess needs to identify goal, (b) conduct instrucsional analysis, (c) analyze learner and context , (d) write performance objectives, (e) develop assessment instrument, (f) develop instrutional strategy, (g) develop and select instructional materials, (h) design and conduct the formative evaluation of instruction, (i) revise instruction, and (j) design conduct summative evaluation.

From those explanation above , the researcher combines two theory of component instructional design above because those components of the instructional design is very complete, almost covering all of component needed for the design of teaching and learning process and suitable for teaching and learning process. From those theories, the reseracher took six components of instructional design such as learning objective, instructional design material, classroom activities consists of teaching method and classroom procedure, teaching media, and assessment.

Based on the explanation, it can be concluded that the components in constructing an instructional design consists of (a) learning objectives, (b) instructional material, (c) teaching method, (d) classroom procedure, (e) teaching media, which are explained as follows:

a. **Learning Objectives**

   1) The definition of learning Objectives

   A teacher has to know what learning objectives which will be planned for teaching in the classroom. A teacher has a

responsibility to create a good teaching process. Anderson, et al. (2001:11) stated that learning objective is statement that describe what a learner will be able to do as a result of learning. Related to instructional design, Hosnan (2014:10) writes that there are three aspects which will influence on learning objectives of a program viewed from learning result, namely: (a) Affective is oriented in receiving, responding, valuing, organization, and characterization. (b) Cognitive is oriented in knowledge, comprehension, application, analysis, synthesis, and evaluation. (c) Psychomotor is oriented in imitation, manipulation, precision, articulation, and naturalization. Another definition is stated by McArdle (2010:68), he argues that learning objective is a statement that tells what learners should be able to do when they have completed a segment of instruction.

Based on the explanation above, it can be concluded that learning objectives are an outcome statement what learner should be able to do upon completion of a course. And that learning objectives are based on the three aspects which will influence on learning objectives three aspects, namely: (a) cognitive, (b) affective, and (c) psychomotor.

2) Steps in Determining and Formulating Learning Objective

Learning objectives are the learning behavior that learners expected to have after they have gone through the learning process. The learning objective is the lowest level of the goal sequence in

education. This goal is a goal to be achieved in every part of the learning material that will be taught. This objective answers what the learners have to accomplish in a unit of material or time, this objective will support the existing the success, the curricular objectives and the subjects objectives. There are 3 steps in formulating learning objectives. The first stage is understanding the source, learners, community and content. The second stage is to formulate the standard of competence (SK) or Core Competence (KI) with attention to the sociological foundation. The last stage is to formulate basic competence (KD) (Ahmadi and Amri, 2010:100). The formulating of general instructional objectives (TIU) is still broad and general, not yet stated in the form of desired behavior and the number is not much. (Soekartawi, et al, 1995:37).

TIU is an instructional purpose that is still common and should be explained as TIK. TIU uses non-operative verbs in developing it, while TIK use operational verbs that can be measured and observed. Examples of non-operational verbs commonly used in composing an TIU are knowing understand, respecting, believing, deepening, enjoying, fighting. While examples of operational verbs for making TIK are mentioning, explaining, modeling, summarizing etc.

3) Types of Learning Objectives

Patel and Jain (2008:53) state there are two kinds of learning objectives. They are as the following:

a. General Objectives

Patel and Jain (2008:53) explain general objective are global and long-term goals. General objectives state what to achieve at the end of the course of the year. They are: (1) To enable students to understand spoken or written language. (2) To enable students to speak English correct language. (3) To enable students to write the language properly. (4) To enable students to read the language with ease. In short, general objective is the teaching objectives which require the change of students' behaviors. This objective is unmeasurable and invisible.

b. Specific Objectives

Patel and Jain (2008:54) argue specific objectives are short-term goals. Specific objectives state what to achieve at the end of the unit. Specific objectives are based on the above sub-skills or general objectives. The specific objectives become the important things for the teacher determines the learning strategies, sources, and appropriate media. Besides, the teacher can point out the good indicators to the students. From the chosen indicators, the teacher can provide such kinds of evaluations to the students. Therefore, specific objectives are the

teaching objectives which require the change of student's behaviors. These objectives are measurable and visible.

b. Instructional Materials

1) The Definition of Instructional Materials

Richards (2001:251) 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 means content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to the students. Instruction materials refer to any instruments, devices or materials used to transfer and hand over the knowledge, information, news, and skills to learn from teachers or instructors to learners or students (Amuseghan, 2007:34).

Principles in using the instructional instrument and materials in teaching are they must be suitable in terms of contents and learning objectives set by the teachers. Particularly, in English language learning, using suitable and various instructional materials can help motivating learning and developing all the language skills of speaking, listening, reading and writing the English language (Tafani, 2009:82).

In short, instructional materials are any instruments, devices or materials used by the teachers in teaching learning process arranged systematically in order to transfer learning

content to the students, therefore easy to be understood in teaching learning. The suitable and various instructional can help motivating learning and developing all the language skills.

2) Steps in Designing Instructional Materials

According to Rothwell and Kazanas (1998:234) there are seven steps in designing of instructional materials:

a) Prepare a working outline (a syllabus)

Preparing a working outline, sometimes called a syllabus, is the first step in designing instructional materials. a working outline summarizes the contents of the planned learning experience.

b) Conduct Research

Conducting research, the second step in designing instructional materials, is carried out to identify materials available inside or outside an organization. Suffice it to say that the cost of developing tailor made materials is usually formidable.

c) Examining Existing Instructional Materials

Evaluating existing instructional materials is the third step in the process of the signing of the instructional material.

d) Arranging or Modifying Existing Materials

Arranging or Modifyng existing materials is the fourth step in the process of designing instructional materials.

(1) Secure copyright

(2) Arrange materials for exactly this new training setting

e) Preparing Tailor-Made Instructional material

(1) Learner's guide sheets or directions

(2) Instructional materials (books, software)

(3) Tests (pretests, post tests, progress tests, on the job

performance tests)

(4) Instructor directions or guide sheets

f) Selecting or Preparing Learner Activities

(1) Selecting existing learning activities

(2) Preparing individual learning activities

3) Kind of Instructional Materials

Richards (2001:251) states that kinds of instructional material are a) Printed material such as book, workbooks, worksheet, b) Unprinted material such as cassette or audio material, videos, computer-based material, c) Material that comprises both print and nonprint sources such as self-access material and material on the internet. Furthermore, instructional material is to provide insight about whether specific material is aiding student learning.

c. **Teaching Method**

1) **The definition of Method**

Method has an important role in order to support teaching and learning process. A teacher has to know what kinds of methods

which are able to be employed in order to create an effective teaching. Method is a way of giving the change to students to get the information, which is needed to achieve the goal. Anthony (in Fauziati, 2014:15) defines method as "an overall plan for the orderly presentation of language material, no part of which is based upon the selected approach".

Method should come after approach. Together with the assumptions about the nature of language and the assumptions about learning will differentiate one method from another. Based on Richards and Rodgers (2001:15) method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Within one approach, there can be many methods. While Brown (2007:16) defined method as a generalized set of classroom specifications for accomplishing linguistic objectives.

Methods tend to be concerned primarily with the teacher and students' roles and behavior and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to the variety of audiences in a variety of contexts.

2) **Steps in Determining and Selecting Teaching Method**

Many types of learning methods can be used to help students achieving learning objectives. Therefore the various methods need to be chosen appropriately. Some steps/instructions

in choosing the right learning method according to Mager (in Gafur, 2012:102) are as follows:

a) Pay attention to the competencies or specific learning objectives that you want to achieve. How is the type of basic competence (KD) to be taught? If for example will teach sports or exercise, then the appropriate method and relevant to basic competence (KD) is a demonstration and exercise method.

b) Choose a method that allows students to show skills as expected after work. If after work, the job requires him to be good at talking, choose a method that allows him to practice speaking, choose a method of discussion and debate.

c) Choose techniques that allow students to do more learning activities using multiple senses. For example, watching a movie is better than a silent movie, because with a voice movie allows students to see more activating students (the way of active student learning).

3) **The Type of Method**

Based on the appendix of the Regulation of the Ministry of National Education No. 22/2016, the standard process of the 2013 curriculum emphasizes on the characteristic of competence and the subject of instructional. Discovery/inquiry learning is needed to reinforce scientific approach, integrated thematic (thematic among the subject of instructional). In addition to discovery/inquiry learning, project based learning is

also needed to produce students' creativity. It is adjusted with a characteristic of competence and the grade of education. It can be concluded that the main method of teaching learning process uses discovery/inquiry learning and project based learning but as a teacher can use some methods to teach English that are appropriate with the educational purpose. The Ministry of National Education (2014:32) states that there are 3 instructional methods for implementing the 2013 Curriculum include problem based learning, and discovery learning.

a) Scientific Approach

Scientific Approach can be implemented in classroom teaching practices. According to Handelsman, et al., " Scientific teaching approach is a pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the at its best and it involves active learning stategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students" (Handelman, et.al., 204: 521). Scintific Approach has been implemented for primary and secondary education in Indnesia with the enactment of 2013 curiculum. It is materialized in a learning cycle which comprises of five steps, namely : observing, questioning,

collecting information or experimenting, associating or information processing and communicating.

b) Inquiry based learning

Inquary based Learning is a learning process which is designed based on cycle of inquiry is a learning process which is designed on cycle of inquiry. This focuses on student constructed leaning as opposed to teacher-transmitted information. Its significant characteristic is that students learns how to continue learning. This process aims to enhance student involvement, different ways of knowing, and sequential phases of cognition. This leads to active construction of meaningful knowledge , rather that passive acquistion of facts transmitted by the teacher.there have been some sister terms of inquiry cycle with different steps: (1) Bruce and Davidson' cycle includes 5 steps: asking, investigating, creating, discussing, and reflecting; (2) Karplus & Their' Learning Cycle includes 3 steps : exploration, concept introduction, and concept application; (3) Bybee's learning cycle 5 steps : Engage , Explore, Expain, Elaborate, and Evaluate; (4) Indonesian of version of the 2006 curiculum with its process standard version of the 2013 curiculum with its process standard covers 5 steps; observing, questining, collecting information o experimenting, associating or informationprocess and comunicating.

c) Project Based Learning

Project Based Learning (PJBL) is the instructional design that uses project/activity as media. PJBL uses problem as the first step for gathering and integrating the new knowledge based on experience in the real activity. It is designed for used in the complex problems that are needed by students in doing an investigation and comprehending it. The inquiry process is started from making a question guideline and guiding the students in a collaborative project that integrates some subjects. PJBL gives the occasion for the students to dig the content of material by using a variety of learning style, so every student learns appropriate with their learning style. In the project based learning, the teacher has a position as a facilitator, instructor, advisor, and mediator to get the optimal results that are appropriate with the student's imagination, creativity, and innovation (The Ministry of National Education, 2014:32).

For understanding the figure above, there are operational steps of PBJL method that can be explained:

(1) Determining basic question

The teaching learning process is started with the an essential question, it gives an assignment to the students in doing an activity. The teacher must take a topic that is appropriate with reality. It is started with a

deep investigation. The topic must be relevant to the students.

(2) Designing a planning of the project

The teacher and the students make a collaborative planning. It is meant the students have a contribution for their project. Planning is containing the rule of the game, choosing the activity that can support for answering the essential question. The students must integrate some subjects that are possible and knows the tools and material that can be accessed for helping to solve the problem.

(3) Making time schedule

The teacher and students make a time schedule of the project. In this stage, there are some activity such as: (a) making timeline, (b) making deadline, (c) bringing the students to make a new method for the project, (d) guiding the students when they make a method that does not have relation with the project, and (e) asking the students to make explanation/reason why they choose the method. 4) monitoring the Students and Progress of the Project The teacher has a responsibility do monitoring the students' activity during finishing the project. The teacher becomes a mentor when the students do the project. The monitoring process is can

be easy if the teacher makes a rubric that can record all important activity.

(4) Testing the result

The assessment is done to help the teacher in measuring the level of achievement of the standard, evaluating the students' progress, giving feedback, and helping the teacher to make instructional strategy in the next meeting.

(5) Evaluating students' experience

The teacher and students make a reflection about their activity and the project that is done. This process can be done individually or simultaneously. The students explain their feeling and experiences during the process to finishing their project. The teacher and students make a discussion for improving the activity during the process of finishing project so that will be found a new finding to answer the problems that are presented in the first stage.

d) Problem Based Learning (PBL)

(2004) states that Inquiry Based Learning has several variations that is most widely used. Future Problem Solving Program and Problem Based Learning, so PBL is one of the variation of Inquiry Based Learning. Problem Based Learning is an instructional approach that presents a

contextual problem so that can stimulate the students to learn. The students must do cooperative working in a team to solve the reality problem. In another definition, PBL is an instructional method that challenges the students to study about how to learn, work in a group for getting a solution of reality problem (The Ministry of National Education, 2014:38). There are some strategies in doing Problem Based Learning method such as:

(1) Problem is a study.

(2) Problem is a plumbing of comprehension.

(3) Problem is an example.

(4) Problem is a part of a process.

(5) Problem is a stimulus of authentic activity (The Ministry of National Education, 2014:38).

e) Discovery Learning

Heinich et. al,. (1993:19) states that Discovery method is used inductive, or inquiry, approach to learning, it presents problems to be solved. The purpose of Discovery Learning is to foster and deeper understanding of the content through involvement with it. Based on the Ministry of National Education (2014:43) Discovery Learning is the instruction that happens if the students that are not presented a subject in the final form, but it is expected the students can organize themselves. Budiningsih (in the

Ministry of National Education, 2014:43) states that Discovery Learning is understanding concept, meaning, and relation to the intuitive process until making a conclusion. Discovery Learning has the same principle with Inquiry. Discovery Learning emphasizes on finding concept or principle that is not known before. The problem in Discovery Learning that is faced by the students like an intentional problem by the teacher. Whereas, the problem in Inquiry Learning, the students must enroll their skill and capability to find experiences from the problem through investigation (The Ministry of National Education, 2014). Syah (in the Ministry of National Education, 2014) states that there are some procedures in the implementation of Discovery Learning.

The operational steps of Discovery Learning can be explained below:

(1) Stimulation

In this step, the students face something that can make a question. The teacher cannot give a generalization so that the students have a passion for investigating the material by themselves. The teacher can start the teaching-learning process by giving a question, a suggestion to read a book and the other activities that direct to solve a problem.

(2) Problem statement

The students get an occasion for identifying as many as possible problems that are relevant to the instructional material, then one of them is chosen and formulated into a hypothesis.

(3) Data collection

In this step, the students are expected to answer the question or verify the hypothesis is true or wrong. The students actively learn to find something that has relation with a problem that is faced. The students intuitively correlate problem and their experience. The experience is gotten from relevant information, reading a literature, observing an object, interview with an informant, doing test by themselves, etc.

(4) Data processing

All informations are processed, classified, tabulated, calculated and interpreted. Data Processing is also called as code or category that has a function for making a concept and generalization. From the generalization, the students will get new knowledge about alternative answer and solution that are needed to get logical evidence.

(5) Verification

The students do investigation accurately to verify the hypothesis that is determined is true or false. The students correlate the hypothesis with the result of data processing. Verification has a function for making a creative teaching learning process if the teacher gives an opportunity for the students to find a concept, theory, rule or comprehension through some examples that they see in the daily life.

(6) Generalization

Generalization or drawing conclusion is a process to draw a conclusion that become a general principle and occur for all case or problems. It is same as giving attention the verification result. The result of verification is formulated into principles as the basis of generalization. After drawing conclusion the students must pay attention to the generalization process that is emphasized to the mastery material on the meaning and rule or principle that are large as the basis of the student's experience, and the important the rule of the process and generalization from the experience (The Ministry of National Education, 2014).

d. Classroom Procedure

In the classroom, a teacher has to understand about procedures in learning sequence which are used in teaching and learning process. Bandor (2007:3) argues that a procedure is defined as how to do the task and usually only applies to a single role. Related to classroom procedure, Marzano, et al. (2005:5) points out that the most obvious aspect of effective classroom management is classroom rules and procedures. Indeed, Fauziati (2010:194) explains that procedures in writing the classroom activity are basically divided into several components: an introduction, the main activity, and closure. The introduction contains some aspects such as how the ideas and objectives of this lesson will be introduced; how to get students' attention and motivate them in order to hold their attention; how to link lesson objectives with students' interests and past classroom activities; and what is expected from students. Main activity contains the focus of the lesson, how to describe the flow of the lesson, and what to do to facilitate learning and manage the various activities, and how the material is presented to ensure each student will get benefit from the learning experience. Closure or conclusion contains several aspects such as feedback to students to reinforce their learning, follow up lesson or activities (i.e. for enrichment and remediation), and lesson might follow as a result of this lesson.

Richards & Rodgers (1986:26) state that there are three dimensions to a method at the level of procedure, as follows (a) the

use of teaching activities (drills, dialogues, information-gap activities, etc.) to present new language and to clarify and demonstrate formal, communicative, or other aspects of the target language, (b) the ways in which particular teaching activities are used for practicing language, and (c) the procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences.

From the explanations above, it can be concluded that the most effective classroom management is the procedure. The procedure is a guide to do something in teaching, such as activities in learning are started from pre-activity, main activity, and post activity or closure. It is considered on the use of teaching activities, such as lecturing, to understand what process which will be employed in teaching in the classroom.

e. Teaching media

1) The Definition of Media

Media is anything that can be used to deliver a message from the sender to receiver so that it can stimulate the mind, feelings, concerns and interests as well as the students' attention such that the learning process occurs (Sadiman et al, 1986:07). Sudjana (2002:23) defined that teaching media is a tool of education which includes component methodology as one of learning environment which is managed by the teacher.

Furthermore, Heinich, et al. (2002:9) stated that media (plural) is the channel of communication.

From those explanations, it can be concluded that media is a tool of education can be used to stimulate the minds, feelings, concerns, and students' interest in relation to the learning process.

2). Process in Designing and Selecting Teaching Media

There are several steps that can be taken in the selection of teaching media. Gagne and Briggs (in Ali, 1984:73) suggested steps in selecting instructional media: a) formulating learning objectives; b) classifying objectives by domain or learning type; c) selecting teaching events to take place, d) Determine the incentive type for each event, e) List the media that can be used for each event in teaching, f) Consider (based on usability value) the media used. g) Determine the selected media will be used, h) Rational writing (reasoning) choose the media, i) Write down the procedure for its use in each event, and j) Write the script of conversation in the use of media. In line with that, Anderson (in Gafur, 2012:114) suggests steps that need to be taken in the selection of instructional media, namely:

a) Lighting or learning

The first step determines whether the use of media for information or learning purposes. Media for information purposes, the recipient of the information there is no obligation

to evaluate the ability/skill in receiving information, while the media for learning needs of the recipient of learning must demonstrate their ability as evidence that they have learned.

b) Define message transmission

In this activity, we can actually make choices, whether in the learning process we will use 'teaching aids' or 'learning media'. Tool teaching aids are designed, developed, and produced to clarify educators in teaching. While learning media is a medium that allows interaction between media developer products and students/users. Or in other words, the role of the educator as the deliverer of learning material is replaced by the media.

c) Determine the characteristics of the lesson

Our assumption that we have compiled a learning design, where we have carried out an analysis of teaching, formulated learning objectives, has chosen the material and method. Furthermore, it needs to be analyzed whether the learning objectives that have been determined are included in the cognitive, affective or psychomotor domains. Each of these objectives requires different media.

d) Media classification

Media can be classified according to the specific characteristics of each media. Based on the perception of normal human media, media can be classified into audio media,

video media, and audiovisual. Based on the physical characteristics and media can be grouped into projection media (stationary and motion) and non-projection media (two dimensional and three dimensional). Whereas if classified based on its existence, the media are grouped into two, namely the media that are in the classroom and the media that are outside the classroom. Each of these media has the strengths and weaknesses when compared with other media.

e) Analyze the characteristics of each media.

Many kinds of learning media need to be analyzed the strengths and weaknesses in achieving the learning objectives that have been set. Also, consider the economic aspects and availability. From various alternatives, the most appropriate media is chosen.

2) Types of Media

Harmer (2001:134) classifies that there are nine types of media used in learning and instruction. They are a) picture and image. Teacher has always used picture or graphics to facilitate learning, b) the overhead projector (OHP) are extremely useful pieces equipment since they allow teacher to prepare visual or demonstration material. c) board, the most versatile pieces of teaching equipment is the board wether that is of the more traditional chalk-dust variety or whiteboard on the market pens. d)

language laboratory, occupy a position within the whole range of audiovisual media such as headphones, icrophones, and now computer. e) bits and pieces, teacher may bring photographs, letter, or an object that interesting for students. f) computer, uses in education generaly and in th teaching of English in particular. (g) video, the use of video is the students not only just hear language, but they ee it too. (h) radio, radio is an important source high quality material. (i) tape recorder, can be used in all phrase of the cycle of teaching of learning activity, can both reproduce and record spoken language.

f. The Assessment

1) The definition of Assement

Brown (1998:420) states that assessment is an integral part of the teaching and learning cycle, influence and communicate curriculum. Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in current educational practice. In the other side, according to Richard and Schmidt (2010:6) explain that assessment is a test to measure how to much of a language learners have succesfully learned with specific reference. Types of criterion referenced test are a particular course, textbook, and program of instruction. Brown (2004:4) explained that assessment is ongoing process that encompasses a much wider domain, whereas tests are subset of assessment which measures person ability. From the definition above can be concluded that

assessment is a test in the teaching and learning cycle to measure the learners about the materials is successful or not.

2) Process Designing of Assement

Regard to assessment procedures, BSNP has issued guidance guidelines for science and technology subject groups that can be used by educators. The procedures include:

a) Determining objectives

Determining assessment objective is the first step in a series of overall assessment activities, such as for daily assessment, midterms, final semester. So here is clear what will be assessed. The purpose of the assessment according to Nana Sudjana, (1995:4) is as follows:

(1) Describe the students' learning skills so that they can be known about their strengths and weaknesses in various fields of study or subjects.

(2) Knowing the success of the process of education and teaching in schools, namely how far effectiveness in changing the behavior of students toward the expected educational goals.

(3) Determining the follow up of assessment results, which is to make improvements in terms of education and teaching programs and strategies implementation.

(4) Giving accountability from the school to interested parties. Parties in question include government, community, and parents.

From the above opinion, the assessment has the purpose of describing student learning outcomes so that it can be known the strengths and weaknesses of students in the learning process. It also can know the success of the process of education and teaching in schools, here can see whether or not successful teachers in implementing the teaching and learning process. If the result is not good then it can be done improvement and refinement of education process so as to give accountability to school side.

b) Determining the scope of the material be assessed

Assessment of students' learning outcomes includes competencies in attitudes, knowledge, and skills that are carried out in a balanced manner so that it can be used to determine the relative position of each student towards a predetermined standard. The scope of assessment refers to the scope of the subject matter, subject competence/competence of the program's content/competence, and process.

c) Determining of assessment techniques to be used

The selection of appropriate assessment tools is not only able to help teachers to obtain data or information about a process and learning outcomes, but also will be very

meaningful for learners. The right assessment tool will provide instructions to students so that from the beginning they can find out the various concrete activities they must do in the learning process.

Selected assessment techniques should also give the learners the opportunity to specify what they have accomplished and what they must do to improve their performance. Therefore, teachers should be able to select possible assessment methods that can provide meaningful feedback to the learner.

Various techniques can be done to collect information about the learning progress of learners, both related to the learning process and learning outcomes. The information-gathering technique is in principle a way of assessing students' learning progress based on competency standards and basic competencies to be achieved. According to BSNP (2007) assessment techniques are: written test, observation, practice test, assignment, oral test, portfolio assessment, journal, self-assessment, and peer-assessment.

d) Instrument development

To carry out an evaluation of learning outcomes, of course, requires instruments/tools to be used to collect information or data required. Instrument evaluation of learning outcomes also called assessment tool to be used, depending on

the method/evaluation techniques used, whether the test technique or non-test techniques (non-test) when using the test technique, the assessment tool is a test, while the non-test assessment tool in the form of various non-test assessment tools.

e) Doing measurements

Implementation of measurement for technical tests and non-test techniques is almost the same, therefore will be described in general implementation. The procedure of measurement implementation is as follows:

(1) Preparation of the measurement place, which is an activity to prepare a room that meets the requirements of the measurement implementation which includes lighting requirements, room area, and noise level.

(2) Measuring measurements, ie evaluator activities carry out measurements of students with the following forms of activity:

(a) Inform the rules for implementing measurements, share questions and answer sheets, or make observations, or conduct interviews, or share a suitable list

(b) Supervising student discipline complies with the rules of measurement implementation,

(c) Collect answer sheets and questionnaires.

(3) Organize and administer student answer sheets and answer sheets to facilitate scoring

(4) Processing of measurement results and interpretation of assessment results.

3) Type of Assessment

According on *Permendikbud Nomor 66 in 2013*, education assessment standards are the criteria of mechanisms, procedures, and assessment of learning outcomes of learners. Assessment of education as a process of collection and processing information to measure the achievement of the learners' learning outcomes includes: authentic assessment, self-assessment, portfolio-based assessment, deuteronomy, daily deuteronomy, midterm deuteronomy, deuteronomy of final semester, competency level test, competency level quality test, national examination, and school/madrasah examinations, described as follows:

a) Authentic assessment is a judgment undertaken comprehensive to assess from inputs, processes, and output of learning. Based on *Permendikbud No.81a in 2013* about the implementation of 2013 curriculum, authentic assessment is an assessment which significantly focuses on measuring student's learning process dealing with their behavior, knowledge and skill. This assessment measures, monitors and evaluates all aspects of the learning outcomes including cognitive, affective, and psychomotor domain. In implementing the authentic assessment, teacher should apply some criteria which related to

the activities of constructing knowledge, observing, trying new concept, and student's achievement outside the school.

b) Self-assessment is an assessment conducted by the participants themselves reflective students to compare their relative position with predefined criteria.

c) Portfolio-based assessment is an assessment carried out to assess the entity's overall learning process of learners including individual assignment and or group within and or outside the classroom especially on attitudes behavior and skills. Clark (2008:214) states may use class portfolios to build formative assessment into the course design. These portfolios are a collection of student papers usually chosen by the student that will be graded or assessed at the end of the course. The portfolios allow students to revise over the entire course rather than during the process for the individual paper. To further enhance the learning process, students often add a reflective essay to the portfolio that assesses each student's growth over the course as "coaches" providing feedback that the students can use to revise the papers for the portfolio.

d) Deuteronomy is a process done to measure continuous achievement of student's competence in learning process, to monitor progress and improve results learners learn.

e) Daily deuteronomy is an activity performed periodically to assess the competence of learners after completing one Basic Competence (KD) or more.

f) Midterm deuteronomy is an activity undertaken by Educator to measure the achievement of the competence of learners after Carry out 8 - 9 weeks of learning activities. Repeat coverage the middle of the semester covers all the indicators that represent all KD in that period.

g) Deuteronomy final of semester is an activity undertaken by educator to measure the achievement of the competence of learners in end of semester. Repeat coverage includes all indicators represents all the KD in the semester.

h) Competency Level Test hereinafter referred to as UTK is Measurement activities undertaken by the educational unit for knowing the achievement level of competence. UTK coverage includes a number of Basic Competencies that represent Core Competencies at that level of competence

i) Competency Level Quality Test hereinafter called UMTK is a measurement activity undertaken by the government to know the achievement level of competence. Coverage of UMTK Includes a number of Basic Competencies that represent Core Competence at that level of competence.

j) National Examination, here in after referred to as UN is an activity the measurement of certain competencies that the

learners achieve within to assess the achievement of the National Education Standards, which implemented nationally.

k) School/Madrasah Exam is a measurement of achievement competence beyond the competence tested in the UN, conducted by education units.

4) Assesment principles and Approaches

Based on *Permendikbud Nomor 66* in 2013, assessment principles and approaches assessment of learning outcomes of learners at the level of basic education and medium based on the following principles:

a) Objective, means the assessment based on standard not influenced ssessment of the subjectivity factor.

b) Integrated, means the assessment by educators done in a planned, together with learning, and continuous activities.

c) Economical, means an efficient and effective assessment of planning, implementation and reporting.

d) Transparant, meaning assessment procedures, assessment criteria, and baseline decision making can be accessed by all parties.

e) Accountable, means the assessment can be accountable to internal school and external parties for technical aspects, procedures, and results.

f) Educative, means educating and motivating learners and teachers. The assessment approach used is the criterion

reference assessment (SIR). PAK is an assessment of the achievement of competence based on minimal mastery criteria (KKM). KKM is a criterion minimal mastery learning determined by the unit of education Taking into account the characteristics of Basic Competence (KD) that will attainable, carrying capacity, and characteristics of learners.

In *Permendikbud No. 66 in 2013* about education assessment standard, assessments used should include of attitudes, knowledge, and skills. Techniques and instruments used for the assessment of that competences according to the regulation are as follows:

(1)   Competence Assessment of Attitude

The teacher take the assessment attitude through observation, self-assessment, peer assessment by learners and journals. The instrument used for observation, self-assessment, an assessment student, assessment scale (rating scale), accompanied rubric, whereas in journals such as notes educators.

(a) Observations: Teacher observes the students and marks them for class participation, attentiveness, and rapport with classmates.This requires very less time and is possible in a classroom setting.

(b) Self Assessment: This method should be included so that students are aware of their own accomplishments,

behavior, and where they actually stand in a group. This will help them in identifying the areas they need to work on and their areas of excellence. This technique assessment asks students how to express themselves advantages and disadvantages in the context of the achievement of competence. Instrument used in the form of self assessment form.

(c) Assessment among learners is an assessment technique by asking learners to assess each linked to the achievement of competence. Instrument used in the form of an assessment sheet of learners.

(d) The journal is a teacher's note inside and outside the classroom that contains information on the results of observations about the strengths and weaknesses of learners related to attitudes and behavior.

(2) Competence Assessment of Knowledge.

Teacher assess Competence Knowledge by written tests, oral tests, and assignments.

(a) Instrument written test in the form of multiple choice questions, essay, short answer, true-false, match, and description. Instrument descriptions include scoring guidelines.

(b) Instrument oral test in the form of a list of questions.

(c) Instrument in the form of homework/ projects undertaken individually or in groups according to the characteristics of the task.

(3) Assessment of Competence Skills

Teacher assess competency skills through the performance appraisal, the appraisal that requires learners to demonstrate a certain competence by using the practice test, project, and portfolio assessment.

(a) A practice test is an assessment that demands a response skills to perform an activity or behavior in accordance with competence demands.

(b) Projects are learning tasks that include activities of design, implementation, and reporting in writing or verbal in a certain time.

(c) Portfolio assessment is an assessment done in a way assess the collection of all the work of learners in a particular field which is reflective-integrative to know the interests, development, achievement, and / or creativity of learners within period of time. The work can take the form of concrete action which reflects the awareness of learners to their environment.

B. **Reading skill**

1. **The Nuture of Reading Skill**

Reading skill is important today. the discussion of reading skill here means the quality in comprehending or understanding the content of reading material text . (Tarigan (2008: 7) defines reading is a process that submitted by the author though the medium of word or written language.

Fuerthermore, Simanjuntak (1998: 5) states that reading is primarily a cognitive process, which means that brain does most of the work. In reading, that remarkable must, almost simultaneously, take the information provided by the eyes, and related it to the subject in the text. And it makes the reader's brain do more. Browne (2001: 27) gives the description of reading as follows :

Reading is an acitive and complex process which drawn on the application of a number o skills and knowledge about language and print. The skill that are needed including the ability to recognize letter and words, to match with sounds and to combine a series of sounds to create words.

Based on the definition above, the researcher concludes that reading skill is the ability to read the text for predicting the meaning of the text to know the structure of the text and main idea of the text.

2. **Micro and Macro Skills of Reading**

In comprehending a text, there are some micro and macro skills.Brown (1994: 307) defines micro and macro skills of reading as follows:

a. Micro skills cover

1) Discriminating among the distinctive graphemes and orthographic patterns of English.

2) Retaining chunks of language of different lengths in short-terms memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognizing a core of words, and interpret word order patterns and their significance

5) Recognizing grammatical word classes, system, patterns, rules and elliptical form.

6) Recognizing that a particular meaning may be expressed in different grammatical forms.

7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among classes.

b. Macro skills cover:

1) Recognizing the rhetorical forms of written discourse and their significance for interpretation.

2) Recognizing the communicative functions of written texts, according to form and purpose.

3) Infering context that is not explicit by using background knowledge.

4) From described events, ideas, etc., infering links and connection between events, deduce causes and effect, and detect such relations

as main idea, supporting idea, new information, given information, generalization and exemplification.

5) Distinguishing between literal and implied meanings.

6) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Developing and use battery of reading strategies, such scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation oftext.

C. Teaching Reading Skill

1. The Nature of Teaching Reading

According to Webster's Dictionary and Thesaurus, teaching is giving instruction to, to train, the act of someone to teach. Besides, Joyce (1996:3) stated that teaching well mean helping the students learn well. Powerful learners have expanded repertoires strategies for acquiring education. Models of teaching are designed to import these strategies while helping students to develop as persons, increase their capacity to think clearly and wisely, build a social skill commitment. Teaching is the process of building communities of learners who use their skill to educate themselves.

According to Hopson (1976:92) teaching is a noble, caring profession, but teacher should be clear about the line that is drawn between caring and doing too much for people. Teaching has its rewards. However, the rewards are quiet, internal. A teacher is rewarded when a

student show improvement in his work, when a student seek out the teacher for help, when a connection develops between the students and teacher. A teacher is rewarded in countless ways, and all the rewards are unique as the individual teacher.

According to Brown (2000:17) teaching may be defined as "showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand." Teaching is not primarily telling. It's helping other people learn. That means the focus is on the learners, not the teachers. People learn best through experiencing something themselves.

From the definition above, it can be concluded that teaching is the process of learning that giving by the teacher with the train or instruction and causing to know or understand. Teaching reading seems to have its own importance in language teaching. According to Nunan (2003:68), teaching reading usually has at least two aspects. First, who are learning to read for the very first time. second, who already have reading skills in their first language. Furthermore, Harmer (2003:70) notes that there are six basic reasons to teach reading:

a. Reading is not passive skill.

Reading is an incredibly active skill, to do reading successfully. The students have to understand the argument what the words means. See the pictures, the words are painting, understand the arguments if the students do not do this, and they only start surface of the text might be quickly forget it.

b. Students need to be engaged with what they are reading.

   Students who are not engaged with reading text they are actively interested in what they are doing. The reading texts are not benefit for them. They are really fired up by the topic or the task. They get much more from what they are read. Here, Teacher needs to give the motivation to the student for reading the text, by telling them about the topic, and the purpose of reading so the student will be interested by the text, and they eager to read the text.

c. Students should be encouraged to respond the content of reading text.

   It is important for students to study reading text not just they use language. The members of paragraph, they contain and how many times they use relative clause but just as important if the student must give a chance to respond the message.

d. Prediction is a major factor in reading.

   When the students read the text they frequently have a good idea of content, book covers give us a hunt of what article are about, and our brain start up to predicting what we are going to read and the article process of reading is ready to begin. The teacher should give student "hunt" so that they can predict what is coming too. It will make them better and more engaged reader.

e. Match the task to the topic.

   We could give students what reading text the student are going to read. We need to choose good reading task. The right kinds of

question, engaging and useful puzzle etc. the most interesting text can be under mind by asking boring and appropriate questions. The most common place can be made really exciting with imaginative and challenging task

f. The good teachers exploit reading texts to the full.

Any reading of text is full of sentences, word, ideas, description etc. good teachers integrate the reading text into interesting class sequences, using the topic or discussion and further task using the language for study and later activities. In short, the teachers have to realize that reading is complex process, not only sound out the word in text but also need a comprehension. The readers said comprehending a text when they can respond or apply the content of reading.

2. General Concept of teaching reading

Reading is an interactive process of contructing meaning and the following strategies will help the students in the reading-thingking process (Suttles, 2012)

a. Before Reading

This process contains with achieving background knowledge (K-W-L) chart, investigating text structure, setting a purpose for reading, predicting, text content (Book Bits), and reviewing and clariflying vocabulary.

b. During Reading

This procces contains some elements like establishing the purpose for each part of the reading , self-monitoring, summarizing, confirming/rejecting predictions, indentifying and clarifying key ideas (think about what's read)and questions self.

c. After reading

After finishing read the text, some elements which could be done are assesing if the purpose for reading was met, paraphasing important information, identifying the main idea and detail naking comparisons, drawin conclusions, summarizing (Book Bits) and analyzing (student make jugdment and from opinions using explicit information from reading).

3. **The Principles of Teaching Reading**

The effort comprehending to student, there are some principles. According to Harmer (1998: 70), there are six principles behind the teaching reading, they are :

a. Reading is not passive skill

Reading is an incredibly active occupation. To do successfully, we have to understand what the words menas, see the picturs words are painting, understand the arguments, and work out if we agree with them. If we do not these things-and if students do not do these things-then we only just scratch the surface of the text and we quickly forget it.

b. Students need to be enggaged with what they are reading

   As with everything else in lesson, students who are not engaged with the reading text-no actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, get much more from what is in front of them.

c. Student should be encouraged to respond to the content of reading text, not just the language.

   Of course, it is important to study reading text for the way use language, the number of paragraphps the message of the txt, is as in some ways. It is especially important that they should be allowed to express their about the topic thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading

   When we read the text in our own langauge, we frequently have a good idea of the content before we actually red. Book covers give us a hint of what's in the book, Photographs and headlines hint and are about and report look like reports before we end a single word. The moment we get this hint- the book cover, the headline, the word-processed page-our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready in begin. Teacher should give student "hint" so that can predict what's coming too. It will make them better and more engaged readers.

e. Match the text to the topic

Once a decision has been taken what reading text the students are going to read, we need to choose good reading task- the right kind of question, engaging and useful puzzle etc. Be most interest in text can be undermined by asking and inappropriate question the most common place passge can be made really exciting with imagination and challeging task.

f. Good teacher exploit reading text to full

Any reading text is full of sentence, words, ideas, description,etc. It doesn't make sense just to get student to read it and then drop it to move on to something else. Good teachers integrate the reading into interesting class sequence, sing the topic for discusing and futher task, using the language for study later activities.

4. **Reading Assessment**

Assessment is an important component of instruction (Gredler, 1999: 3). Assessment in teaching and learning process is important to know the improvement and the successfulness of the teaching and learning. Brown (2004: 4) states that tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. He further suggests some reading assessment based on the type. The explanation as follow:

1. Designing Assessment tasks for perceptive reading

At the beginning level of reading a second language lies a set of tasks that are fundamental and basic recognition or alphabetic

symbols, capitalized and lowercase letters, punctuation, words and phoneme correspondences. The assessment for perceptive reading is as follow:

a. Reading Aloud

The test taker sees separate letters, words, and/or short sentences and reads them aloud one by one, in the presence o an administrator. Since the assessment is the reading comprehension, any recognizable oral approximation of the target response is considered correct.

b. Written response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be carefully treated. If an error occurs, make sure you determine actually be a reading error and vice versa.

c. Multiple choice

Multiple choices response are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter and matching.

2. Designing Assessment tasks for selective reading

This category is largely an artifact of assessment format. This category includes what many incorrectly think of as testing

"vocabulary and grammar". Here are some possible tasks for selective reading:

a) Multiple Choice (for form focused Criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format. The mainly reason, so many teacher use this multiple choices is it easy to administer and can be scored quickly. The most straightforward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

b) Matching tasks

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format.

c) Gap filling task

Gap filling or fill in the blank in the blank in the items in which the test taker's response is to write a word or phrase.

3. Designing Assessment tasks for interactive

Task in this level have a combination of form-focused and meaning focused objectives but with more emphasis on meaning. Texts are little longer, from paragraph to as much as a page or so in the case of ordinary prose.

a) Cloze tasks

The test taker should give the answer to deleting paragraph based on their mastering the vocabulary. Even, those task also made in form of multiple choices to make rapid scoring.

b) Short answer tasks

A popular alternative multiple choices questions following real passages is the goal short answer format. A reading passage is presented and the test taker reads question then answered sentences.

4. Designing Assessment tasks for extensive

Extensive reading involves somewhat longer texts than we have been dealing with up to this point. The purpose of assessment usually is to tap into the learner's global understanding of the text. Here are some assessment tasks for extensive reading:

a). Skimming tasks

It is the process of rapid coverage of reading matter to determine its gist or the main idea.

b). Summarizing and Responding

Asking the test taker to write the summary of the text, then given to another test taker to get the response about the summar.

D. Previous Related Study

The Reseacher provided some information from other researcher to prove the originally of this study. The first previuos study was taken from the instructional design of the teaching of english speaking at darul Fitroh boarding school academic year 2016/2017. The data of her research are all

element instructional design by teacher for teaching english speaking.the source of the data with syllabus and media. The method of data collection was descriptive method by employing interviewe, analyzing document, and conducting observation. In the thesis reseacher expalin about media to used in teaching english speaking.

The second previous study is an Intructional design for the teaching of English at SMP muhammadiyah 1 Kartasura 2013 academic year(Dian Muhammad rifai). The reserach conducted by Dian Muhammad Rifai , a student of Universitas Muhammaddiah Surakarta. The research designfinding is a naturalistic study. The research aims to finding the instructional design for the teaching of English at SMP Muhammadiyah 1 Kartasura 2013 academic year. In this research , there are nine components of instructional design investigated namely : learning objective, syllabus, role of instructional material,classroom procedure, classroom techniques, teacher role, learner role, media and evaluation media, and the types of the study is descriptive qualitative especially naturalistic approach. The different of the reseach is the types of qualitative research. The types in this theisi is naturalistic approach, in this reserach the data are delived from event, informant, and field note.

Handoko's work (2014) who cunducted a thesis entitled "An instructional design for Teaching writing at Muhammadiyah University of Surakarta". The thesis about design in writing in the class. And than Sukarmin's work (2013) who conducted a jurnal entitled "the effectiveness of the instructionl model of playing t increase the physical fitness of the law grade of elementary school student". Altun and Buyukduman's work (2017)

who conducted a jurnal entitled "Teacher and student beliefs on contructivisit instructional design: An case study". Rifai's ork (2013) who conducted a jurnal entitled " An Instructional design for teaching of english at SMP Muhammayah 1 kartasura 2013 academic year : a naturalistic study.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. According to Meleong (2004:6), qualitative methodology is research procedure without statistic analysis or other quantitative methods. This type of the research is descriptive qualitative research, as suggested by Sugiono (2015:19), the researcher investigated the activities, situations or materials seriously.

The descripitive qualitative research is the result of interview about the instructional design for the teaching reading at the eighth grade students of SM N 1 EROMOKO. Description method concerns with some cases in which the data collected is classified, analyzed and interpreted. The aim of this method is to describe the instructional design for teaching reading to eighr grade student of SMP N 1 EROMOKO.

B. Research Setting

1. Setting of place

   The research was conducted in SMP N 1 Eromoko. It is located at Jl. Pracimantoro–Solo, Songputri, Sindukarto, Eromoko, Wonogiri. The location of the school is very startegies because in the central of city. It is easy to reach because this school can be passed by the public transportation.

2. Setting of time

  The research did at SMP N 1 Eromoko from beginning until the end of the research. Time of reserch was scheduled from nov 2018 until Agust 2019. The research attendes the school in order to gain data of this research here is schedule for this research. The detailed schedule of the research can be seen in the following table:

Table 3.1 Research Schedule

No.	Date / Activity	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1.	Pre observation	██	██								
2.	Proposal draft and consultation			██	██						
3.	Proposal draft seminar					██	██				
5.	Collect and analyze the data							██	██		
6.	Making report							██	██	██	██

7.	Thesis draft seminar										█

C. Research Subject and Object

Research subject are the English teacher, Mrs. T, Mrs. V, and Mr. M by eight grade in SMP N 1 Eromoko in 2018/2019 academic year. Research object of this reserach is the instructional design which includes learning objective, instructional materials, teaching mathod, classroom procedure, teaching media, and assessment.

D. Data sources

According to the form of the study, the data were descriptive in the form of words Lofland(1984:47), as quated by Moleong (2004:157) says" *sumber data utama dalam penelitian kualitatif adalah data dan tindakan selebihnya adalah data tambahan seperti dokumrn dan lain-lain"*. There were two kinds of data resources that were used in this research:

1. Infromants

Triyono (2012: 112) research informant is someone who has certain criteria so that he understands, knows well or expert about the proble being studied. The informant is usually someone who is directly involved in the problem that is the focus of the research. Here the infromant is headmaster and the english teacher.

2. Documents

According to Sugiyono (2015: 82) document is the record of the past event. Document can be formed such as note, image, or other people's mommental creation. Document of this research syllabus, lesson plan,textbook,student assessment, and the order documents.

E. Technique of Collecting data

1. Interview

In-depth Interview is a tehnique of data collection that is based on an intensive conversation with a specific purpose. Interview were conducted to obtain information regarding the various issues raised in the research. Moleong (2004:186) states that interview is done by two people, each of them plays the role the interview that give questions and the order is as the person who is given the question to answered. The researcher interviews both English teacher who taught English subject in SMP N 1 Eromoko to get the data regardless of the instructional design applied by both teacher including syllabus, materi, objective and media in teaching reading. Besides, the researcher will also conduct an interview to the students to get their opinion on the teacher's way of teaching reading.

2. Documentation of Study Document

Documentation is constructed from word "document" that means something either written or film which researcher doesn't

prepare before or research to support the data collectio from interview and observation.

Documentation is very useful it can give wider background about the research. It can be materials in triangulation proces. It is also thee main material in the historical reasearch. In this research, the documentation consist of syllabus, lesson plan, students worksheet and other related documents.

F. Technique of Analyzing data

Techniques in collecting the data are qualitative method. In Qualitative method the researcher used observational and non-observationaltechnique. Observational techniques consist of interviews and document analysis. The result of the observation and interview are i the form of field notes. The result of qualitative data is analyzed in three stages namely the data reduction, data presentation/ data display, conclusion drawing.

The data in this research are analyzed by using a descriptive study. It is based on the fact that research has made limitation of the research before conducting the research. This research is limited on the instructional design used the teaching of reading skill procedure at SMP N 1 Eromoko and the data analysis is taken from the students and teacher,

According to Miles and Huberman (1984: 21-23), the data analysis consists of three steams of activity, they are data redcution, data display, and drawing conclusion or verification. Then, the researcher adopted the

framework of techniques of data analysis developed by Miles and Huberman (1984: 21-23) with the description as below :

1. Data Reduction

    Reduction of data means a process of choosing, centering, attention, abstracting and transforming the hard data which is the took from field of reearch. This process runs since research happened, from the beginning of the research to the end of research. In the process of data reduction, researcher has to find the real valid data. When the researcher knows the trustworthiness of data will be rechecked to other information as the source of data.

    Reduction of data done as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note , summary and coding the data source, and focusing in collecting data are needed when we are doing research. It means that this process aims to reduce, to shorten, and to reject which one is important data and which one is not. Then researcher analyses with detail to get conclusion of data.

2. Data display

    Presentation of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to rearrange and to reintegrate all of data collection from research's field. The data is data that has been selected, shorted and coded in the step of reduction data. The presentation of data is done by arranging the information systematically in a description from that

explain about the researcher's conclusion.The researcher's conclusion is in alogical and systematical sentence so that it can be understood by reader.

3. Conclusion Verification of Data

The last stage in analyzing data was conclusion and verification. It explaining the meaning of the data is fact, The researcher infers the research finding into a single overall conclusion accordingly to research data and the verification is explaining the meaning of the data in fact configuration. The researcher draws conclusion of the dat observation to know how the instructional design of teaching reading.

G. The Trustworthiness of the Data

To get the validity and reliability of the research, the researcher used 3 kinds of triangulation, they are triangulation by using resources, method, and theory. Setiyadi (2006: 31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately.

According Lexy, (2000: 178), triangulation is a techiques of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin in Lexy (2000: 178) divides triangulation into four kins, they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. The explanations will be present below :

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.

2. Triangulation by using method that the researcher will recheck the creadibilty of his data by his own research or other researcher.

3. What means triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.

4. The last techniques used in trigulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis exaplation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation as source of data. In the research, chose and took the data from English teacher SMP N 1 Eromoko. In validating the data, the researcher compared the data interview and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher discusses the research finding and discussion which used to answer research question, which have been collected from interview and documentation. The important point this chapter is to describe the instructional design for the teaching reading which include learning objectives, instructional material, teaching method, classroom procedure , teaching media, and assessment. The discussion described the relation between the findings on the flied with theories of the instructional design.

A. Research Findings

1. The description of instructional design the componen of teaching learning process

a. Learning objective

Learning objective as general statement mention in the form of expectations in each educational institution or learning program. Learning objective is a term of what the learner should do as the result of instruction, describes what to be sought to achive smaller units of learning and describes in terms of observable behavior or performance. Objective should be applicable with the curriculum, should be accurate and should be practicable.

Based on the result of the interview with the English teacher, Wednesday, 8 May 2019 in the vice headmaster's room , the English teacher Mrs. MP stated meaning of learning objective. It can be seen from the result of the interview below:

> *"Tujuan pembelajaran dari reading yaitu siswa dapat dapat mengidentifikasi fungsi sosial, ungsur kebahasaan, serta struktur teks."*

Based on the opinion from this informant, learning objective in English especially reading is the students can identify the social fuction, structure and language feature of the text. From the definition about the learning objective , the teacher have their reaon from the learning objective, because learning objective has been discucced in lesson plan which arranged based on the syllabus.

Based on the result of the interview with the English teacher on Thursday, 9 May 2019 in the vice headmaster's room, the English teacher Mr. T stated that in determining and formulating learning objective. It can be seen from the result of the interview below :

> *"Menyesuaikan dengan di Syllabus kemudian dikembangkan menjadi RPP,kemudian dituliskan dari kompetensi inti (KI) fokus pada K3 dan K4, kemudian merumuskan kompetensi dasar (KD) yang sudah di rumuskan di syllabus kemudian dikembangkan lagi menjadi indikator dari indikator sudah di ketahui tujuan pembelajaran"*

The result of the interview with the English teacher on Thursday, 15 May 2019 in the vice headmaster's room, the English teacher Mrs. VN stated that in determining and formulating learning objective. It can be seen from the result of the interview below :

"Untuk merumuskan tujuan pembelajaran setiap materi memiliki tujuan pembelajaran yang berbeda maka langkah pertama lihat KD yang akan di ajarkan yang sudah ada di syllabus selanjutnya menentukan Indikator pencapaian kompetensi (IPK) berdasarkan KD yang diajarkan sesuai target yang harus dikuasai siswa, dari IPK (Indikator Pencapaian Kompetensi) diturunkan tujuan pembelajaran yang akan di capai oleh siswa."

The last result of the interview with the English teacher on Thursday, 8 May 2019 in the vice headmaster's room, the English teacher Mr.MP stated that in determining and formulating learning objective. It can be seen from the result of the interview below :

"Menyesuaikan dengan di Syllabus kemudian dikembangkan menjadi RPP,kemudian dituliskan dari kompetensi inti (KI) fokus pada K3 dan K4, kemudian merumuskan kompetensi dasar (KD) yang sudah di rumuskan di syllabus kemudian dikembangkan lagi menjadi indikator dari indikator sudah di ketahui tujuan pembelajaran."

Based on the data interview with the three English teacher, the english conducting several steps in determining and formulating the learning objectives. There are 3 steps in formulating learning objectives. The first stage is understanding the source, ie learners, community and content. The second stage is to formulate the standard of competence (SK) or Core Competence (KI) with

attention to the sociological foundation. The last stage is to formulate basic competence (KD) (Ahmadi and Amri, 2010:100). Based on the explanation, the reseracher conclude in the tabulation of the table as follows

Table 4.1 steps in determining and formulating Learning Objective by Ahmad and Amri (2010: 100)

No	Steps in determining and formulating learning objective	Yes	No
1.	Understanding the source , ie learners, community and content	√	
2	Formulating of standard competence (SK) or code compotence (KI) with attention to the sociological foundation.	√	
4	Formulating of Basic Competence (KD)	√	

Based on the data above, there are three step in determining and formulating the learning objectives. The first steps is understanding the source,ie learners, community, and content. Based on the result of the data of the interview above, the English teacher conducting the first step by understanding the source especially the student's characteristics. Then , in the seconds steps is the English teacheris formulating the core Competence (KI) and formulating the Basic Competence (KD). The last, the English teacher developinh the Basic Competence (KD) as the specific objectives of teaching English especially in reading.

The result of the documnetation is a techique used by the reseracher to collect the data from the paper. In this research the researcher uses lesson plan. The data found from documentation, there are two type of learning objective of teaching reading there is general and spesific objective. The general objective of teaching reading is written in the core competence (KI) of syllabus or lesson plan. KI (core competence) consists of four compenetencies that the learners should achieve, they are:

KI 1: Respect and appreciate the students' religion.

KI 2 : Respect and appreciate the honest, behavior, and discipline, responsibility, caring (tolerence, murtual help), polite, confident, in interacting with the social and natural environment.

KI 3 :understanding knowledge(factual, konseptual, dan prosedural) based on his curiosity about science, teknology, art, culturerelated phenomenon.

KI 4 : try to process and present in the realm of concrete (using, unraveling, composing, modifying, and making) the realm of abstract writing, reading, counting, drawing and writing.

On the other hand, the specific objective used by the teacher was every unit. the specific objective of teaching reading stated in the syllabus and lesson plans as teaching activities where things relate to teach and learn in the classroom are prepared specifically. In the result of the teacher's document analysis , there are topic the teacher will teach of teaching reading in the eleventh grade of SMP N 1 Eromoko are recount text, the learning of teaching recount text. The indicator of explan social functions text in recount text, explain struktur text in the form of

a short and simple personal recount text verbally and writing, explain linguistic element oa a short recount related to personal experineces in the past.

Based on the data above, there are two of learning objective in the teaching and learning of reading. They are general and specific objective. The general objectives written in the Core Competence (KI) while specific objective developed from the basic competence (KD) of lesson plan called indicators.

b. Intsructional Material

Instructional materials is one of instructional design cmponent in order to help a teacher in the clssroom, such as textbook, student's worksheet, and atc. In designing of instructional design is the important thing to the teacher prepare before taught in the teaching and learning process. The material is so essential in the classroom. The teachers cannot deliver the instructional design without the existence material. Richard (2001) argued that instrcutional materials generally serve as basic for much of language inputs for learner receive and practice language that occurs in the classroom. These may take the form such as: a) printed material such as book, workbooks, worksheet, b) Unprinted material such as cassette or audio material, videos, computer-based material, and c) Material thatcomprises both print and unprinted source as self-access material and material on the internet. The instructional material, it absoultely encourages in teaching.

The material is delivered based on syllabus and intructional is the lesson given in one meeting by teacher as guide for the students to learn. The instructional materials of The English teacher Mrs. T Wednesday, 8 May 2019 in the vice headmaster's room stated that in design for instructional material. It can be seen from the result of the interview below:

"saya menggunakan buku paket "when English Ring Bell", Lks dari MGMP, Erlangga dan dari internet .Untuk materi sudah d tentukan di dalam RPP diambil dari LKS siswa atau kita ambil dari buku paket Erlangga yang kita bisa dicopikan kepada siswa"

Based on the document analysis and interview , the researcher found that kinds of instructonal material used at SMP N 1 Eromoko consist of three categories, namely: (1) printed materials, (2) visual materials, and (3) internet-based materials.the first category of instructional material is printed material which are produced from famous book publisheeers, such as english textbook, and student worksheet. In interview the English teacher to used English texbook, and students' workshet. The second category of instructional material is visual material. Visual material is one of material which support teaching and learning process, based on the interview, the researcher found that the English teacher used video in supporting material.

And than based on the resut the another teacher ,Wednesday, 8 May 2019 in the vice headmaster's room, the English teacher Mr. VN stated that in instructional material. It can be seen from the result of the interview below:

"biasanya saya melihat di syllabus mbak, dari sylabus, kemudian di sesuaikan dengan kompetensi dasar (KD) dan IPK yang diajarkan kemudian lihat tujuan pembelajaran maka dapat diketahui maateri apa saja yang akan digunakan dalam pembelajaran"

Table 4.2 Steps in Designing and Selecting Instructional by Rothwell and Kazanas (1998:235-258)

No.	Steps in Designing and Selecting Instructional material	Yes	No
1.	Prepare a working outline (a syllabus). It is based on intructional strategy, it is based on measurable, sequenced performance objectives.	√	
2.	Conducting Research, inside organization or outside organization	√	
3.	Examining existing instructional materials, consistent with the instructional objective	√	
4.	Arranging or modifying materials. Arrange materials for exactly this new training setting	√	
5.	Prepare tailor made instructional materials, Learner guide sheets or directions, instructional materials(books, software), tests(pretests, post tests, progress tests, on the job perforance tests), instructor directions or guide sheets	√	
6.	Selecting or preparing learning activities. Individual and group learning activities.	√	

Based on the data interview above, the teacher used text book, studets worksheet and some sources in internet to teach reading. The select material from the student worksheet and texbook. Talking about process of materials, it should not be only focused on the applicability of the instructionl but also the use of the instructional itself. In selecting, it should materials baed on the needs. In adopting, it

should be adopted by paying attention to the syllabus used by the teacher. In implementing the materials used should be implemented comprehensively and can gaian on the right objectives based on the lesson plan.

c. Teaching Method

There are many kinds of teaching method used by teachers to realize the learning atmosphere and learning process so that learners achieve basic competence or set of indicators that have been set. The reseracher conducting the interview with the English Teacher on Wednesday, 8 may 2019 :

" *Reseracher : Kemudian metode apa yang ibu gunakan dalam pembelajaran khususnya mata pelajaran reading bu , terus kenapa menggunakan metode tersebut bu ?*

Mrs. T   : " Saya menggunakan metode project based learning mbak" And than the researcher conducting the interview with another teacher   Mr.MP on Thursday, 9 may 2019:

Reseracher : kemudian mengenai metode, apakah metode yang bapak gunakan untuk mengajar bahasa inggris terutama reading pak ?

Mr. MP : metode yang biasanya saya gunakan untuk pembelajaran bahasa inggris scientific learning. And interview with teacher mrs.VN on 15 may 2019:

Researcher   :kemudian metode apa yang ibu gunakan untuk pemeblajaran bahasa inggris terutama reading, dan kenapa ibu memilih metode tersebut ?

Mrs.VN : metode yang saya gunakan dalam pembelajaran bahasa inggris adalah inquiry based learning, metode ini lebih menekankan pada pemberian

kesempatan pada peserta didik untuk bisa menemukan pengetahuan / wawasan (memecahkan masalah) dari permasalahan yang diberikan oleh guru dengan membentuk kelompok diskusi membantu peserta didik bertukar pendapat terhadap masalah dalam pembelajaran.

Based on the data interview above, in the determining and selecting teaching method, in teaching reading have some method to teaching student. According to the English teacher, they used different method in teaching learning. The fist teacher used project based learning, because project based learning is one of them scientific approach in this method students are required to be able to make their own projects.. And that the second teacher used scientific learning because in scientific learning student must ,next, the third teacher used inquiry based learning this method emphasizs more on giving opportunities to students for solving problems that given by teacher. The way how to design the method that will be used in teaching reading is the teacher should design based on the class condition and the material that will be delivered. Because it will make the teaching learnng being more effective. If the teacher does not aware with the material nd also the class condition the method that used will be appropriate.

The researcher conducting the interview with the English teacher Mrs. VN on May 15 , 2019. The researcher asks the teacher about the process of deterimining and selecting of teaching method before the teaching and learning process. It can be seen in the interview below :

"Untuk memilih dan medesign metode yang pertama disesuaikan dengan kondisi kelas, kemudian materi yang diajarkan"

The researcher conducting the interview with the English teacher Mrs.T , on 9 may 2019. The researcher asks the teacher about the process of deterimining and selecting of teaching method before the teaching and learning process. It can be seen in the interview below :

"Untuk memilih atau mendesign di sesuaikan kharakter kelas, serta dapat dilihat dari materi apa yang akan diajarkan"

And the last interview The researcher conducting the interview with the English teacher Mrs.MP, on 8 may 2019 The researcher asks the teacher about the process of deterimining and selecting of teaching method before the teaching and learning process. It can be seen in the interview below :

"Memilih sebuah metode yaitu harus menyesuaikan kondisi kelas serta materi yan diajarkan"

Table 4.3 steps in determining and selecting teaching method by Mager (in Gafur, 2012: 102)

No.	Steps in determining and Selecting teaching method	Yes	No
1.	Pay attention to the competencies or specific learning objectives that you want to achieve.	√	
2.	Choose a method that allows studentds show skills as expected after works.	√	
3.	Choose techniques that allow students to do more learning activieties using multiple senses	√	

Based on the data interview above,can said that the step in designing ad selecting instructional material by the English teacher used several steps. There ae understanding the students' characteristics,conditions of class and material taught. The English teacher have different method to teach in students. The fixed method is implemented as the teaching method in the classroom.

d. Classroom Procedure

Interview and documentation conducted by the reseracher to know the how the teacher designing of classroom procedure to the teaching reading at eight grade SMP N 1 Eromoko. The researcher had been conducted the interview with the English teacher Mrs.T on Wednesday, 8 may 2019,Mr MP on Thrusday, 9 may 2019, and than Mrs.VN on 15 may 2019 in the vice headmasters' room.the researcher asks about the classroom procedure used to teach English reading at eight grade of SMP N 1 Eromoko. From interview with the three english teacher , English teacher said that there are three stages in designing and determining of classroom procedure such as opening or introduction, main activity, and learning process based on 2013 curiculum that is scientific approach consists of observing, questioning, exploring, associating, and communicating. It can be seen from the result of the interview as follows, the first from English teacher Mrs.T she said:

"untuk prosedur kelasnya semua guru sama mbak yaitu menggunakan tiga langkah yaitu pembukaan, kegiatan inti, dan penutup. Dan untuk kegiatan intinya itu menggunakan 5M yang diterapkan di kurikulum 2013 yaitu mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasikan."

"Mrs. VN : mengenai prosedur kelas ada 3 mbak yaitu pendahuluan, kegiatan inti, dan penutup, bersarkan kurikulum 2013 kegiatan inti itu ada 5M

yaitu mengamati, menanya, mengumpulkan data, mengasosikan, dan mengkomunikasikan, design dari prosedur kelas sendiri antara lain jenjang kelas, kharakteristik peserta didik, materi, media, indikator, tujuan.''

Mr.MP :untuk prosedur kelas sesuai dengan metode pembelajaran pembukaan, kegiatan inti dan penutup. Untuk kegiatan inti di kurikum 2013 ini yiatu terdiri dari 5 M anatara lai mengamati, menanya, mengeskplorasi, mengasosiasi, dan mengkomunikasikan.

Table 4.4 procedure in reading classroom activity by Fauziati (2010:194)

No.	Procedure in reading classroom activity	Yes	No
1.	Introduction The introduction contain some aspects such as how the ideas and objectives of this lesson will be introduced; how to get students attention and motiviate them in order to hold their attention; how to link lessonobjective with srudents interests and past classroom activities' and what is expected fro student.	√	
2.	Main activity Main activity contains the focus of the lesson, how to describe the flow of the lesson , and what to do to facilitate learning and manage the various activities, students will benefit from the	√	

		√	
	learning experience.		
3.	Closure	√	
	Closure or conclusion contains several aspects such as feedback to students to reinforce their learning, follow up lesson or activities (i.e. for enrichment and remediation), and lesson might follow as a result of this lesson		

From those explanation above, it can be said that according to the teacher, the classroom procedure is a consideration from govement where teacher must teach using the procedure in the classroom. Besides that, the classroom procedure is appropriate to use and more precise on the students as the learning target. The use of scientific aproach in the teaching at the classroom is appropriate based on the regulation in 2013 curiculum about the standard process in the classroom where teacher of each subject are recomended to used the scientific as the classroom procedure. Beside scientific aproach enables to be adapted to students' characteristics and subject taught.

The teacher conducting three procedure in reading the classroom activity. The frist steps are the teacher reading the opening activity, after that in the second stage is the main activity consists of observing, questioning, experimenting, associating,and communicating, and the last step are closing.

e. Teaching Media

In the teaching and learning of English reading, the teacher also used media. Media is a device used for conveying the information to the students so

that they can achieve goal easily. There are many kinds of media which can be taken from audio, picture, card, and etc. Each media has an important role in helping teachers to teach in the classroom. The media attracted the student to understand material and they will not feel bored in teaching-learning process. Media is such s thing that can distributed as the massge from the sender to receiver the sence , mind, attention and student interest in fabricating instructional design successfully.

Talking about selected media for teaching reading at the eight grade of SMP N 1 Eromoko , the researcher interveiwed the English teacher at the school. The english teacher reading at eight grade in SMP N 1 Eromoko, the researcher interviewed the three English teacher at the school,the English teacher Mrs.T who said about teaching media :

"Researcher : kalau untuk media biasa ibu mengunakan media apa dalam pelajaran bahasa inggris khususnya reading bu ?

Mrs. T :biasanya saya menggunakan video dan Lcd." And the second teacher said about teaching media he said :

"Researcher : kalau untuk media yang bapak gunakan dalam proses pembelajaran apa saja pak ?

*Mr. MP : saya biasanya menggunakan media lcd, gambar bisa diambil dari koran dan media lainnya seperti internet,video pembelajaran, hal ini sesuai dengan materi yang akan disampaikan."*And the three English teacherr argue about teaching media she said is :

"Reseracher : mengenai materi, biasanya menggunakan sumber materi

dari maa bu?

Mrs. VN : biasanya menggunakan buku paket, lcd dan dari internet.

Table 4.5 steps in determining and selecting media by Anderson

(in Gafur, 2012:114)

No.	Steps in Determining and Selecting Media	Yes	No
1	**Step 1: Lighting or Learning** The first step determines whether the use of media for information or learning purposes.	√	
2	**Step 2: Define Message Transmission** In this activity, we can actually make choices, whether in the learning process we will use 'teaching aids' or 'learning media'.	√	
3	**Step 3: Determine the Characteristics of the Lesson** Our assumption that we have compiled a learning design, where we have carried out an analysis of teaching, formulated learning objectives, has chosen the material and method.	√	
4	**Step 4: Media Classification** Media can be classified according to the specific characteristics of each media.	√	
5	**Step 5: Analyze the characteristics of each media.** Many kinds of learning	√	

media need to be analyzed the strengths and weaknesses in achieving the learning objectives that have been set		

Based on interview with three English Teacher used media for teaching learning, media is the most important thing in the learning process. From the three teacher, each of their learning used media for the learning process. With the media students are easier to understand the material conveyed by the teacher. The teaching media which were used by the English teacher of SMP N 1 Eromoko were LCD, video and from internet. According to the teacher, media that will be used in teaching reading should be appropriate with the material, should depend on the basic competence and should be appropriate with the learning objective.

f. Assesment

Assement is a way to measure students' competence in the form of scores. Besides that, there are many kinds of assessment which can be used to measure students' competence by teacher. It is usually based on teachers' needs in assessing students during teaching and learning process in the classroom. Based on the interview with English teacher Mrs. T, Mr. MP, Mrs. VN we agues about assessment is :

Interview with the first English teacher Mrs. T on Wednesday, 8 May 2019 in vice Headmasters room

"Untuk penilaian ada 3 aspek yang harus dinilai untuk kurikulum 2013 ini mbak, yaitu penilaian sikap, penilaian pengetahuan, penelaian keterampilan.Untuk yang penilaian sikap berupa spiritual dan sosial dilakukan

dalam bentuk jurnal atau observasi (guru mengamat / anak menilai teman yang lain).Penilaian pengetahuan itu bisa tertulis bisa lisan. Esay/mutiple chice kisi-kisi harus dibuat., model soal, kunci jawaban dan normal penilaian.Nilai keterampilan secara lisan / praktik contohna greating card bisa embuat greating card."

Interview with the second English teacher Mr. MP on Thursday, 9 mei 2019 he said :

"untuk penilaian semua guru sama , yang harus dinilai ada tiga aspek yaitu penilaian sikap, pengetahuan, dan penilaian secara lisan, selanjutnya proses setiap penilaian yang pertama menyusun kisi-kisi, membuat soal, membuat kunci jawaban, membuat norma penilaian (norma prnilaian : objective , membuat soal remedi jika ada anak yang belu mencapai standar kompetensi."

Interview with the last English teacher Mrs. VN on Wednesday, 15 may 2019 she said about assement :

diri dari 3 yaitu penilaian keterampilan, pengetauan, dan penilaian sikap. Penilaian dilakukan setelah materi setiap KD selesai dibahas di kelas, penilaian sikap dilakukan melalui observasi atau koesioner atau wawancara, penilaian sikap dilakukan selama KBM berlangsung berbentuk observasi, setelah KBM berbnetuk wawancara, kuisioner. Penilaian pengetahuan berupa ulangan harian berbentuk multiple choice dan uraian, sedangakan keterampilan berupa praktek yaitu dialog dan membuat text."

Based on the data above, The Eglish teacher employs three aspect in assesing there are knowledge assessment, skill assessment, and attitude assessment. Attitude

assement is done through observation or questionnaires or interviews conducted during the teaching and learning activities take place.Assessment of knowledge in the form of daily tests. While the skill assessment are n the form of prctice namely dialog dan creating text.

The reason why the teacher used three aspect in asessing the student is because those aspects based on the curriculum 2013. Here the interview with the teacher :

Reseracher : Mengapa penelaian harus ada 3 aspek yang dinilai pak?

Mr. MP   : Karena penilaian harus mengacu pada kurikulum 2013 yang terdiri dari sikap, pengetahuan dan keterampilan.

Based on the interview with the English teacher, there are several step in designig of assessment in the teaching and learning process especially in the teaching of reading :

Researcher : Bagaimana cara   menilai dalam proses pembelajaran khususnya pelajaran reading?

Mrs. T   : Penilaian sikap berupa spiritual dan sosial dilakukan bentuk jurnal atau observasi (guru mengamati/ siswa menilai siswa lain, penilaian pengetahuan itu bisa tertulis bisa lisan, kalau UTS UAS dan Ulangan Harian itu tertulis bisa berupa Essay, atau multiple choice, sselanjutnya penilaian keterampilan secara lisan atau praktek, kalau reading biasanya membuat kalimat recount.

No	Steps in Designing Assessment	Yes	No
1	**Determining of objectives**	√	

	Establishing an assessment objective is the first step in a series of overall assessment activities, such as for daily assessment, midterms, final semester.		
2	**Determining the scope of the material be assessed** Assessment of students' learning outcomes includes competencies in attitudes, knowledge, and skills that are carried out in a balanced manner	√	
3	**Determining of assessment techniques to be used** The selection of appropriate assessment tools is not only able to help teachers to obtain data or information about a process and learning outcomes, but also will be very meaningful for learners.	√	
4	**Instrument development** To carry out an evaluation of learning outcomes, of course, requires instruments/tools to be used to collect information or data required.	√	
5	**Doing measurements** Implementation of measurement for technical tests and non-test techniques is almost the same, therefore will be described in general implementation	√	
6	**Processing of measurement results and interpretation of assessment results.** Processing of assessment is done by the educator to give meaning to the data obtained through scoring.	√	

Based on the data above, The Eglish teacher employs three aspect in assesing there are knowledge assessment, skill assessment, and attitude assessment. The reason why the teacher assesing those aspect is because it depends on the curriculum. In assessing the students' knowledge the teacher used formative and also summative test. While in asessing the students' skill, the teacher asked the students to practice to make dialog or text. Then, in assessing the students' attitude, the teacher observes the students while teaching and learning process.

B. Discussion

Based on the research finding, the researcher discusses the finding of the research. It would be discussed about the main point research findings concerning component of instructional design of the teaching reading at the eight grade of SMP N 1 Eromoko. There are six componen of instructional design for the teaching that dad to be analyzed such as (1) Learning objectives,(2) Instructonal material,(3) Teaching Method, (4) Classroom procedure, (5) teaching Media, (6) Assessment.

In this section, the researcher tried to make the description of the reserach findings with relevent reference. After the describing the data, the researcher with needed to analyze the data. It was in line with answer to the problem statement. The discussion answers nine components of instructional design, namely learning objective, classroom procedure, instructional material, teaching method, teaching media, teaching method, assessment.

1. Learning Objectves

Based on the findings, Learning objective for teaching English at SMP N 1 Eromoko from the data which is gotten froom documentation, the objectives of teaching English reading can be viewed from syllabus and lesson plan. The objectives can be divided into two objective, there are general objective and specific objective. The type of learning objectives written by the teacher in the line with patel and jain(2008:53) theory that there are two type og learning objective there are general and specific objective. The general objective id global and long term goals. While specific objective are short-term goals.

It line with Ahmad and Amri (2010: 100) theory stated that there are 3 stes in determining and formulating learning objectives. The first is understanding the source, ie learners, community, and content. Te second stage is to formulate the standard of copetence (SK) or Competence (KI) with attention to socilogical foundation. The last step is to formulate basic competence (KD).

The general objective of teaching reading in teaching and learning process at eight grade of SMP N 1 Eromoko is written in the core competence (KI) of syllabus or lesson plan. While the specific learning objective is stated in the syllabus and lesson plan. The spesific learning objective or reading in the eight grade of SMP N 1 Eromoko is deleloped from basic competence (KD) of the syllabus or lesson plan called is the indicator. One of the components in the lesson plan is th indicator. It reveals the process of learning effort which will be reached by the learner based on their competency.

2. **Instructional Material**

Instructional material is one of important in teaching and learning process. Richards (2001:251) defines instructional materials in his book as the basic of learnings input and language pratice in the classroom, such as (1) printed materials which includes books, workbooks, workheets, or readers, (2) non-print materials which includes cassestte or audio material, videos, or computer-based materials, and (3) materials which combine both or print and non-print sources such as elf-access materials and material on the internet.

Based on the findings, the English teacher at eighth students of SMP N 1 Eromoko, English teacher selecting instructional materials, ctive.there are three steps used by the English teachers at SMP N 1 Eromoko, namely: (1) selecting the English teachers selcted materials from English textbooks, students worksheet, internet, (2) adapting. The English teachers adapted those materials based to the grade and syllabus at the school become the fixed material to tech; and (3) implementing. The fixed materials were implemented as learning in the classroom.

In designing of instructional material, the teacher should be selective in considering materials taught based on the needs and ability of students, so students can learn its easily. Fauziati (2010: 211) argues that material which are comfortable for a particular class need to have an underlying instructional pilosophy, approach, method, and technique which suitable the students and their needs.

Moreover, updating materials in teaching are much needed. Material taught do not just rely on the materials which have been used on

the previous time. English teachers can downlaod from any resource on the internet and then select nd develop it.

3. **Teaching Method**

Based on the result, from three English teacher used inquiry, Scientific learning,and groubping. From the english teacher there used different method in teaching learning. The first teacher used project based learning, because grouping method is one of them scientific approach in grouping method so that students are more knowledgeand socislize to get various insights. And that the second teacher used scientific learning because in scientific learning student must ,and the third teacher used inquiry based learning this method emphasizs more on giving opportunities to students to be able to find knowledge or insight to solve problems from the problem given by the etacher by forming discussion groups to help studnet exchage opinions on problems.

In the determining and selecting teachig method, Engish teacher used many steps, There ae understanding the students' characteristics,conditions of class and material taught.

4. **Classroom procedure**

Based on the finding,in designing of classroom procedure, the English teacher used three stege in designing and determining of clssroom procedure such as opening or introduction, main activity, and closing. In the main activity, the teacher conducting the teching and learning process bades on the 2013 curriculum that is scientific approach consits of obsevasing, questioning, associating and communicating. In addition, the English teacher employs the procedure conditionally based on time

allocation. Based on the documentation of the lesson plan, at the beginning of meeting or opening the English teacher always review the last material to remembering the students. And the end of the meeting the teacher always gives conclusion or reflection in order to know the student's difficulties with the material that have been learned before. In addition, it can give a chance to the students to ask some material that they do not understand well. It can be concluded that the English teacher conducting all of the procedures proposed by Fauziati (2010:194) theory explains that procedures are basically divided into several components: an introduction, the main activity, and closure.

In the researcher's point of view, classroom procedure used for teaching and learning reading at the eight grade of SMP N 1 Eromoko is appropriate based on the minister of National Education Regulation number 81A year 2013 about process standard for elementary and secondary education which recommends scientific approach (Observation, question, exploration, communicating) as the recommended aprroach in 2013 curiculum and has to be followed junior high school in teaching process.

5. **Teaching media**

As suporting teaching, media has been developing based developing on the needs of teaching and learning. The used of media in teaching and learning is very helpful in order to improve students' ability in mastering language skills. They can select and download kinds of interesting media used in teaching language from the internet anytime.

Media has been developing based on the needs of teaching and learning. The Englih teacher used textbook, student sheet, internet and video for media in teaching learning process. Based on the findings, the English teacher conducting the several steps of determining and selecting media

It line with Anderson (in Gafur, 2012:114) stated that there are six steps in determining and selecting media such as determines whether the use of media for information or learning purposes, make choices, whether in the learning process we will use 'teaching aids' or 'learning media', determine the characteristics of the lesson, media classification, and analyze the characteristics of each media. It can be said that the English teacher conducting all of the steps in determining and selecting media proposed by Anderson (in Gafur, 2012:114) theory.

The used of media teaching and learning is very helpfull in order to improve students' ability mastering language skills. They can select and download kinds of interesting media used in teaching language from internet anytime.

6. **Assessment**

Assessment is held by gathering students' work and assessing their work using some kinds of the rubic that rely on lesson objective. An assessment ia a device t make the score students competence. The Eglish teacher employs three aspect in assesing there are knowledge assessment, skill assessment, and attitude assessment. Attitude assement is done through observation or questionnaires or interviews conducted during the teaching and learning activities take place.Assessment of knowledge in the

form of daily tests. While the skill assessment are n the form of prctice namely dialog dan creating text.

Furthermore, the criteria to be assessed by the English teacher in the attitudes assessment there are honest, responsible, cooperation, discipline, and confidence. While in the knowledge assessment in general. There are no specific criteria to assess writing in the knowledge of the students. The last, skills assessments which are measured are content, organization, vocabulary, grammar, and mechanics.

Compared with the available assessments, those assessments have fulfilled the requirement in assessing students based on 2013 curriculum where assessment is equipped by meaningful activities in order to assess students' progress and performance during teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclsion of the research and suggestion for developing the instructional design for teaching of reading skill to the eight grade student of SMP N 1 Eromoko in 2018/2019 academic year.

A. **Conclusion**

After having finished whole process and procedures in obtaining data of intructional design for teaching reading in eight grade student of SMP N 1 Eromoko in 2018/2019 academic year. The reseracher explain it briefly, as follow:

1. In learning objectives, there are several steps in determining and formulating learning objective for teaching reading skill such as understanding character student and class, writing the code competence (KI), and writing basic competence (KD).

2. In instructional materials, the material used such as English texbook and student worksheet,and internet, preparing learning activities. The fixed materials are implemented as learning material in the learning activities. And steps in designing and selecting instructional material there are preparing the syllabus and than adjusted core competente (KD) and indicator.

3. In teaching method, the English teacher conducting steps in determining and selcteing the teaching method. The steps is according with the material being taught and in accordance with the condition of the class.

4. In classroom procedure, there are three procedure conducting by the English teacher in reading the classroom activity. The first stage is the teacher give the opening activity, after that in second stage is main activity consits of observating, questioning, experimenting, associating, and communicating, and the last stage is closure.

5. In teaching media, the teacher used media such as LCD and form internet, steps used by the English teacher in determining and selecting media is in according with material being teach.

6. In assessment, the English teacher employs three ascpects in assessing of reading there are are knowledge assessment consist daily test, midle test, and final test, then skill assessment consist pratice and verbal, and attitude assessment consit of the students attitud during te teaching and learning process.

B. **Suggestion**

Based on the result of this research, suggestion is writeen in order to give improvisation and important inputs for (1) the english teacher in better teaching and leaning and (2) next researcher in better research, as follows:

1. For the English teacher

   a. This reaseach can be used several additional suggestions in constructing instructional design to be better.

   b. The teacher should give more motivation to the studnets in order to improve the studentss's motivation to try reading a text luodly althought it cannot be same with the master of reader.

2. For next researcher

   The scope of this research is still limited. Next reseracher who are interested in the similiar area of this research are able to study it deeply.

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APPENDIX 1

The Component of Insructional design for teaching learning process

APPENDIX 2

Syllabus

APPENDIX 3

Lesson plan

APPENDIX 4

Interview Guide

APPENDIX 5

Interview result

APPENDIX 6

The Name List of

Student

APPENDIX 7

The name list of Teachers

APPENDIX 8

The documentation

APPENDIX 9
Material of English Subject