INSTRUCTIONAL DESIGN FOR THE TEACHING OF READING SKILL TO THE EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 7 SURAKARTA: A NATURALISTIC STUDY IN 2015/2016 ACADEMIC YEAR

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2016
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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Instructional Design for the Teaching of Reading Skill at Eight Grade Students of SMP Muhammadiyah 7 Surakarta: A Naturalistic Study.

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujui dibuat, semoga dapat dipergunakan seperlunya.

Surakarta, 22 Maret 2016

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ABSTRACT

The study is aimed at observing the instructional design for teaching reading at SMP Muhammadiyah 7 Surakarta. It is conducted to know the instructional design for the teaching reading at eight grade students in SMP Muhammadiyah 7 Surakarta. The researcher gets the data from event, informant and document. The technique of collecting data in this research are observation in teaching reading process and interview the teacher about the instructional design of teaching reading.

The result of this research shows that instructional design is as follows: 1) learning objective of teaching reading is divided into two. The general learning objective is based on syllabus and the specific learning objective is based on lesson plan for the eight grade. 2) Classroom procedure used by the teacher is divided into three steps namely Exploration, Elaboration and Confirmation in teaching learning process which the classroom activities are included in them. 3) The teacher used some techniques in the teaching learning process such as question and answer, reading aloud, translation, silent reading, giving feedback and summarizing. 4) The material used by English teacher was generally taken from some sources. The teacher used textbook as printed material and unprinted materials from slide of power point which made before teaching in the class and took from the internet or other resources. 5) The English teacher has complete role in the teaching learning activities. Teacher’s role in teaching English are as fasilitator, manager, monitor and evaluator. 6) The student’s role of teaching reading in SMP Muhammadiyah 7 Surakarta was as listener and performer.

Keywords: instructional design, teaching learning process, reading skill.
ABSTRAK


Keywords: Instructional Design, Proses Belajar Mengajar, Ketrampilan Membaca.
A. INTRODUCTION

In SMP Muhammadiyah 7 Surakarta, English becomes a favorite subject, especially for the eight grade students. SMP Muhammadiyah 7 Surakarta has different program to provide the students English ability. SMP Muhammadiyah 7 Surakarta has several class, it called global class. SMP Muhammadiyah 7 Surakarta has six global classes; there are 7A, 7B, 8A, 8B, 9A, and 9B. The global classes consist of the students that have more ability and more seriousness about teaching learning process, especially English. These classes have more ability in English. The purpose of global class is all of the students get opportunity to learn English more and get English extra class, such as two times in week they get English extra class. In eighth grade of global classes all of the students are joyfully to study English because it is interesting. The section they like is reading section. In eighth grade of global classes all of the students are happy when they learn about english reading because reading can make them understanding the text and give more knowledge.

Instructional design is the main part in the teaching learning process of English. The variety or content of instructional design of teaching reading has its own purpose in teaching learning program. Every school has a different way to deliver the instructional design of teaching reading. The teaching reading activity in SMP Muhammadiyah 7 Surakarta also has different way and technique to deliver. The teacher uses variation of technique to make students understand in reading section of English. Based on the fact, the writer is interested in understanding the instructional design of reading.

In this research, the researcher conducts a descriptive qualitative research to find out the description concerning with the instructional design for the teaching reading skill at eight grades in SMP Muhammadiyah 7 Surakarta. In this research, the researcher on the teaching learning process of reading ability in English class. This research is the naturalistic study. Naturalistic study is a study which conducted in the natural setting (in field of
interest, not in laboratories), this study also using natural methods (observing, interviewing, thinking, reading and writing) in natural interests in what by people who have natural interests in what they are studying (practitioners such as teachers, counselor, and administrators as well as researcher and evaluator).

Based on the case above, the researcher tries to conduct research which is related to instructional design in teaching English reading at eight grade students in SMP Muhammadiyah 7 Surakarta entitled instructional design for teaching of reading skill at eight grade students of smp muhammadiyah 7 surakarta: naturalistic study.

There are some previous researches on some analysis. The first Gunawan (2012) studied *The Implementation Of teaching Reading By Using Comic To The Second Year Students Of SMP Negeri 11 Surakarta in 2011/2012 Academic Year*. The objective of this study are to describe the implementation of teaching reading by using comics to the second year students of SMP N 11 Surakarta, and to know the student’s responses after being given the reading material using comic.

The second researcher is Triyana (2013) studied *An Evaluation Of Reading Test In English Assessment Test Based On School Level-Based Curriculum*. The objective of this research is to know the compatibility of reading test in English Assessment Test for Senior High School grade XII published by Erlangga, 2012 with school Level-based Curriculum and facilitate students or not. To describe the capability and facilitating students or not of reading tests for Senior High School grade XXI, the writer uses descriptive research as the research method and the data are reading test taken from English Assessment Test Book.

The third research is Edwinandari (2013) studied *A Descriptive Study On Teaching Reading Descriptive Text To The First Year Students Of SMK Negeri Pringkuku Pacitan In 2012-2013 Academic Year*. The objective of this study is to describe teaching reading descriptive text to the first year student of SMK Negeri Pringkuku Pacitan in 2012-2013 academic years.
The fourth research is Sulistiyono (2013) studied *an Technique In Teaching Reading To The Six Year Students Of SD N 2 Tlogorandu*. The objective of this research is to observing the teaching English especially teaching reading comprehension at SD N 2 TLOGORANDU. The research was conducted at the elementary students in 2012.

The fifth research is Sholikah (2015) studied *Descriptive Study On Teaching-Learning Process Of Reading At The Seventh Grade Of SMP Muhammadiyah 8 Surakarta In 2014/2015 Academic Year*. The objective of this research is to describing the teaching objective, curriculum, syllabus, the roles of the teacher, the roles of the students, material, the techniques, the procedures of teaching-learning process of reading, the evaluation, and problem faced in teaching-learning process of reading.

This research the researcher focuses on the instructional design for teaching of reading skill at eight grade students of SMP Muhammadiyah 7 Surakarta. Based on the phenomena above, this research aims are to describe, (1) the learning objective, (2) classroom procedure, (3) classroom technique, (4) instructional material, (5) teacher role, (6) learner role.

**B. RESEARCH METHOD**

This research is conducted in SMP Muhammadiyah 7 Surakarta which is held on January until March. The researcher conducts a descriptive qualitative research to find out the description concerning with the instructional design for the teaching of reading skill at eight grades in SMP Muhammadiyah 7 Surakarta. In this research, the researcher focuses on the instructional design for the teaching learning process of reading skill in English class. The subject of this research are teacher of English and Students of eight grade A and B. The subject of this research are the English teacher and the students of the eight grade A and B of SMP Muhammadiyah 7 Surakarta. The English teacher is Mrs. Fitri Hermawati S. Pd. The total number of the students are 58 which consist of eight A and B students. The
object of this research is instructional design for the teaching of reading skill at SMP Muhammadiyah 7 Surakarta which includes learning objective, classroom procedure, classroom technique, role of instructional material, teacher roles, and student roles.

The form of this data is information about teaching reading process based on observation and interview notes accumulated in the field. The data is taken from event, the event in this research is all of the activities of teaching learning process of reading in the classroom especially eight grade A and B of SMP Muhammadiyah 7 Surakarta. For the informant, the informant of this research is the teacher namely Mrs. Fitri Hermawati, S.Pd. She is one of the English teachers in the SMP Muhammadiyah 7 Surakarta who will be observed. And the second Informant is the students of SMP Muhammadiyah 7 Surakarta and the class that will be observe is class 8A and 8B in the classroom. The informant is the people who can give information about the character and situation of the object study. The entire documents in this research are written related to the reading teaching-learning process. As the document of this research are lesson plan, teaching materials, and curriculum. This research uses many techniques to get the data. The researcher uses observation and interview. Then for analyzing data the researcher uses interactive method that includes three main components, namely the reduction of the data, the display of the data, and conclusion.

C. Discussion of Research Finding

Based on the research finding, the writer found the real process teaching English at SMP Muhammadiyah 7 Surakarta. Based on the research finding above, there are some components which researcher discussed in researcher finding. They are learning objectives, instructional material, classroom procedures, classroom techniques, teacher roles, student roles.
1. Learning Objective

From the data which is gotten from observation and interview in teaching English process at SMP Muhammadiyah 7 Surakarta, the objectives of English teaching can be viewed completely from KTSP Curriculum and syllabus. The objectives can be divided into two objectives; there are general objective and specific objective.

a. General Objective

The researcher knows that general learning objective in teaching English can be viewed in KTSP Curriculum that is To develop the ability to communicate in English both in spoken and written form to deal with the development of science and technology in facing the globalization era. In the finding of the writer, it found that the students in SMP Muhammadiyah 7 Surakarta try to use English to understanding the meaning of the text and to develop reading skill in the teaching learning activities in the classroom. Although the pronunciation is not good yet but the students keep tried to read the text well.

b. Specific Objective

The researcher find the specific learning objective of speaking English can be viewed in interview with teachers at SMP Muhammadiyah 7 Surakarta, learning objective expected will appropriate with the syllabus that is the expected to understand the content of the text or readings that are presented in accordance with the material in the classroom. That the goal is student can understand the meaning about the text. In the finding of the researcher, it found that the students in SMP Muhammadiyah 7 Surakarta try to use English to understanding about the meaning of the text or content. The students try to develop their reading skill.

The researcher compares to previous findings that will be different with Sholikah’s work (2015), and similar with Sulistiyono’s work (2013). The previous finding in Sholikah’s research (2015) is the objective of
teaching in SMP Muhammadiyah 8 Surakarta was to develop the students’ reading ability, particularly to enrich their vocabulary and the students understanding in the content and the meaning of the text. The curriculum was the 2013 Curriculum. The previous finding in Sulistiyono’s work (2013) shows that the objective of teaching reading comprehension in SD N 2 TLOGORANDU covers two goals: the general objective is the student develop the mentality of the notion and the specific objective is are expected to have a good knowledge about it. The writer’s research found that SMP Muhammadiyah 7 Surakarta has two learning objectives namely, general objective and specific objective.

Based on the statement, the researcher concludes that SMP Muhammadiyah 7 Surakarta has two learning objective namely, general objective and specific objective. The learning objective of teaching reading is appropriate with the KTSP Curriculum.

2. Classroom Procedure

According to Fauziati (2014: 161) in Indonesian version of the curriculum, there are three step in process standard based on Education Ministry Regulation No. 19 of 2005. The meaning of Exploration phase is an initial effort to build knowledge through increased understanding of a phenomenon (American Dictionary). It is employed to expand and depend students’ knowledge by implementing active learning strategies. In elaboration phase, the teacher should introduce a competing “scientific” conception to the students’ prior knowledge. In elaboration, the teacher provides students with clear explanations and examples or model. Students need to see and practice clear examples or models of what the new ideas or skills represents, so they may easily compare this new idea with their prior knowledge. The confirmation phase is intended to help students finish restructuring old knowledge structures, applying and transferring the new idea to new situations.
In teaching learning activity the teachers used same procedure. In procedure of the teaching learning activity, between the students and the teacher do some activities. The teacher use EEC (Exploration, Elaboration, Confirmation) by Indonesian version of 2006 curriculum’s model. The teacher used this stage in classroom in order to make students understand what the material that learned in a meeting.

In this study, the current research is compared with finding previous study different with the Sholikah (2015). She found the teacher taught reading using some procedures like: observing, questioning, collecting information or experimenting, associating or information processing, and communicating.

Based on the observation and interview, the researcher found that SMP Muhammadiyah 7 Surakarta used one procedure in teaching learning activity that is EEC (Exploration, Elaboration, Confirmation) by Indonesian version of 2006 curriculum’s model.

3. **Teaching Technique**

In the teaching learning process of reading, classroom technique is very important to support the material. Classroom technique can make students more understand and interest to learn. Every teacher must have interest technique in the teaching learning process to teach students clearly. If the teacher used good techniques, so that the students enjoy to learn. Classroom technique used in order to make students more understand about the material. Based on the observation and interview in SMP Muhammadiyah 7 Surakarta, the researcher found that the teacher used some techniques in the classroom namely; question and answer, reading aloud, translation, silent reading, giving feedback and summarizing.

Technique became the third level of trio term approach after Approach and Method. Technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a

To compare with other researcher, it can be acquire that differences with the finding from Sholikah (2015) which illustrated the classroom techniques used by the teacher was The teacher used several techniques, namely: question and answer, translation, games, and reading aloud. In Sulistiyono (2013) the classroom techniques of teaching reading comprehension are: group discussion, silent reading, reading aloud, and question and answer.

Based on the observation, the writer conclude some techniques that is used by the teacher in SMP Muhammadiyah 7 Surakarta for the teaching learning process of reading such as question and answer, reading aloud, translation, silent reading, giving feedback and summarizing.

4. Instructional Material

Based on the research finding, instructional material generally is the source of learning, instructional material is all materials support the language teaching and learning process to achieve the goal of the teaching learning process.

a. Kind of Instructional Materials

According to the theories of Richard (2001: 208) argued that instructional material take the form such as: (1) Printed material such as book, workbooks, worksheet. (2) Unprinted material such as cassette or audio material, video, computer based material. (3) Material that comprises both print and non print source as sell access material and material on the internet. Instructional material is to provide insight about whether specific material are aiding student learning.

The material that used by the teacher in the teaching reading skill is constitutes printed material. The printed material that used by the teacher is textbook. The textbook is taken from textbook, “Mandiri Practice Your English Competence: For SMP/MTs Class VIII” standard
b. Role of Instructional Material

The researcher summarize that there were some roles of instructional materials used in SMP Muhammadiyah 7 Surakarta. The roles of Instructional materials are (1) A resource for presentation, (2) A source of activities for learner practice to read.

The research compare to previous finding, that will be different with previous finding by Sholikah (2015). The previous finding in Solikah (2015) is the material used in reading teaching-learning process were taken by books. The writer’s research found that SMP Muhammadiyah 7 Surakarta used the material taken from printed material such as textbook and non-printed material such as picture and the other material which is taken from internet.

Based on the statement, the finding of the writer concludes that SMP Muhammadiyah 7 Surakarta used the material is taken from the book and internet. The researcher finds that the English teachers use printed material such as textbook and non-printed material such as picture and the other material which is taken from internet.

5. Teacher Roles

Teacher’s role is something important in the teaching learning process or in the school. Some of them are the teacher as a guide of the students, the teacher as the second parents for the students in the school, the teacher as a model in the classroom and etc.

The researcher compare to previous finding, that will be different with Sholikah (2015). The previous finding in Sholikah (2015) is The teacher’s roles were as a monitor, model, organizer, controller, counselor, and evaluator.

Based on the observation in the class the writer found that the teacher had important roles in the teaching learning process, especially in reading and
the teacher had some roles. The teacher as facilitator means that facilitate their students with some facilities to study and the teacher tried to make students understand and interested with the material given by the teacher. Teacher as manager must be able to manage the class to make the teaching learning process effectively. The teacher should manage and control all activities of the students in the classroom. Includes managing time, so that the teaching learning process will run well. The teacher as instructor means that the teacher gave direction and instruction about the material in the teaching learning process. The teacher as monitor means that the teacher must monitor the students in the classroom. Teacher as evaluator means the teacher should evaluate the students through the exercise or homework to show whether the students understand the material or not by using oral question or written question.

6. Students role

Between the teacher has roles in the teaching learning process or in the class, actually the students also had roles in the classroom. The effectiveness of teaching learning process is influenced of student’s role.

The researcher compare to previous finding that will be similar with Sholikah (2015). The previous finding in Sholikah (2015) is The students’ roles were as listener and performer.

Based on the observation and interview, the researcher found the roles of students in SMP Muhammadiyah 7 Surakarta such as students as listener and students as performer. Students as listener means that the students must to listen everything that said by the teacher in the teaching learning process. In all activities in the classroom, the students must to listen what the teacher said such as explanation of the material, information, motivation, instruction, and etc. Students as performer means that the students should try to practice the material and do the instructions that given by the teacher when the activities in the classroom during the teaching learning.
D. Conclusion

In this point, the researcher presents the conclusion of the English instructional design for teaching reading skill at the eight grade at SMP Muhammadiyah 7 Surakarta.

SMP Muhammadiyah 7 Surakarta which uses Indonesian version of the 2006 curriculum’s model has two learning objectives in teaching speaking, namely general learning objective and specific learning objective. The general learning objective is based on syllabus and the specific learning objective is based on lesson plan for the eight grade. Classroom procedures of teaching English at eight grade in SMP Muhammadiyah 7 Surakarta is divided into three steps namely exploration, elaboration and confirmation in teaching learning process which the classroom activities are included in them. The English teacher at the eight grade students of SMP Muhammadiyah 7 Surakarta the teacher used some techniques in the teaching learning process such as question and answer, reading aloud, translation, silent reading, giving feedback and summarizing. The material used by the English teachers of the eight grade was generally taken from some sources based on syllabus. The teacher takes printed material from the textbook. The textbook is taken from textbook, “Mandiri Practice Your English Competence: For SMP/MTs Class VIII” standard KTSP 2006, Nur Zaida, Erlangga. The teacher also used the material that compare both print and non print source as sell access material and material on the internet. Teachers took non-printed materials from slide of power point which made before teaching in the class and took from the internet or other resources. The English teacher has complete role in the teaching learning activities. Teacher’s roles in teaching English are as Fasilitator, manager, monitor and evaluator. The student’s role of teaching reading in SMP Muhammadiyah 7 Surakarta was as listener and performer.
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