

CHAPTER I

A. Background of Study

Language is a mean of communication used by people to construct meaning. They communicate with others for several purposes to satisfy their needs in their social life. What people communicate are actually the meanings and /or intents they have in mind in relation to their experience and feelings. People will not be able to understand other people's meanings and/or intents until they are manifested or realized in the system of wordings and soundings in language (Matthiessen, 1995: 1). People use a language as a means of communication with other people , as a tool to express their ideas and wishes (Ramelan, 2003: 1). It means that People can express their ideas by using a language Teacher who teaches in class , wants to make the students understand what teacher explains, so talks must be clearly. Learning activities created by teachers in classroom should provide opportunities for the learners to actively participate in social interaction in the classroom life as it is through interaction with language as the primary medium that both learners' learning and development processes occur. Language accompanying teachers' actions in interaction with the class during the teaching learning process plays an important role for the learners language and cognitive development. Vygotsky (in Wilhelm, 2001: 4)

In Indonesia, English is as a foreign language which is a compulsory subject in Senior High School. Based on English Competent Standard, There is four english skills (Listening, Speaking, Reading, and Writing competence). English is taught as the first foreign language in Indonesia. It becomes one of the compulsory subject at schools. In addition, English is an international language. It is used all over the world, so that it is important language, learning English becomes a need for the students. As the consequence, many parents send their children to a private course. They think that studying English at a private course is much better than studying at a school. To learn English at school, the students should master four skills, the skills are listening, speaking, reading and writing. In curriculum 2004, listening comes first. Then, it is followed by speaking, reading, and writing. However, it does not mean that listening and speaking are more important than reading. They are important.

It is stated by Chomsky (2002), Reading is also an important skill, it is a means of developing second language competence. Those who read more will have larger vocabulary. As the result, they do better on tests of grammar, writer better and spell better (Krashen, 1993). In other words, reading ability affects the other skills. It is supported by study done by Kirn and Krashen (1997). They investigated five female adults acquired English as a second language. The study shows that the success of a learning a second language is by taking the power of reading. So by reading a lot, the students could improve their English. Student needs a will to read. When they to read, they do reading more often and with

more effort. They become engaged in reading (Gee, 1999). Successful readers have a positive attitude toward reading, read more and so become better readers. As better readers, they have a large vocabulary. They will be more familiar with the syntactical structures found in books and have a broader knowledge bas (ibid), in this case, the teacher should motivate the students to read.

Common people think that reading is an activity of looking at and understanding written form. On the other hands, an expert gives more complex definition of reading. In a book with the title, "Reading English As A Foreign Language" Bouchard, et al (1979) defines reading as a complex activity dependent upon the thinking and language skills of readers. Reading is one of the ways to grasp and interpret the written information. By reading understanding, Students will obtain information news and technology easily. So by reading a lot, the students could improve their English. Student needs a will to read. When they to read, they do reading more often and with more effort. They become engaged in reading (Gee, 1999). Successful readers have a positive attitude toward reading, read more and so become better readers. As better readers, they have a large vocabulary. They will be more familiar with the syntactical structures found in books and have a broader knowledge bas (ibid), in this case, the teacher should motivate the students to read. There are at least two reasons why reading is important. First, by reading student can get information needed. In this case they want to know about various things.

Second, by reading students get support in their academic achievement (Nuttal, 1996). In the final exam, the total test number is fifty numbers that consists of fifteen listening numbers and thirty five reading numbers, so the total reading numbers is 70 %. It means that reading comprehension is the largest target to achieve the final exam. The function of teacher should be creative in the teaching learning process. They should be able to create the instructional design.

Teachers create lesson plans to prepare the teaching, communicate the instructional activities regarding specific subject matter, and based on curriculum that consists of goals, purposes, and topics to be taught to what actually happens in classrooms as individual teachers adapt and carry out instruction. (Richar L. Arends and Ann Kilcher, 2010: 79). The lesson plan contains of student learning objectives, instructional procedures, the required materials, and some written description of how the students will be evaluated. The best teacher must create the good lesson plan or to be good planner and thinker. After creating the lesson plan, teachers must select the right material and media that should be suitable with syllabus or curriculum. Materials or textbooks are the center of instruction that will influence on what goes on in the classroom activity. It means that textbook is important in teaching and learning process. Teachers must know how to choose the material and media for instruction, how to make supplementary materials for the class, and how to adapt materials. Beside of lesson plan and materials that must be created by teachers, doing evaluation must be done. The evaluation purpose is to get feedback from students. The suitable test for

teaching is achievement test. According to Jeremy Harmer (2001 : 321), stated that achievement tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following. Achievement test only work if they contain item types which the students are familiar with ,for example, Teachers give students texts which have been seen before, it does not mean providing the students with similar texts, but different texts which have similar type. This test should reinforce the learning that has taken place, not go out of their way to expose weaknesses. The test can also help teachers to decide on changes to future teaching programmers where students do significantly worse in parts of the test than teachers might have expected. It is stated by Gage (1983: 73) that to satisfy the practical demand of education, theories of learning must be "stood on their head" so as yield theories of teaching, so English teacher must help students how to do something, giving instruction, do evaluation. The learning process that concerned with students, real interaction, and understanding of language studied by children are same as learning to their mother unconsciously that they are studying language.

Teacher is one of the professional work in Indonesian. Their responsibility is hard and complicated, so They must become members of teacher's organization, joint workshops to share ideas, write articles, journals, action research to improve the teaching and learning process.

My reasons for choosing this topic is because of the crucial function of the instructional design for teaching of reading skill, especially at grade X, SMA N 2 Pati, as follows :

1. People and students in Pati want to continue their study at State Senior High School, because Students and parents believe that this school make students be useful in their future, so the schools become precious, well known, and favorite. This assumption must be kept for teachers to improve the teaching learning process. To achieve the goal, teachers must have teacher knowledge, leadership, networking, teacher-centered classrooms, and teacher-centered instruction. It is stated by Richard I. Arends and Kilcher (2010 : 390)

2.The instructional design for teaching of reading skill, at grade X, SMA N 2 Pati is not be paid attend by English teachers. The Instruction design for the teaching of reading skill is significant in academic research in order practitioners of education know the development of the practice so that they can determine what they have to keep and change. Related to the context, this research relates to instructional design for teaching of reading skill at grade X SMA N 2 Pati. That is why the problem is very essential to be observed. Therefore, my title is "THE INSTRUCTIONAL DESIGN FOR TEACHING OF READING SKILL AT GRADE X, SMA N 2 PATI: A NATURALISTIC STUDY".

B. Problem Statement

What is the instructional design for the teaching of reading skill at grade X, SMA N 2 Pati. Based on the discussion above, there are nine problems that can be formulated. They are :

1. What are the teaching learning objectives of reading competence created by the teachers ?
2. What is the syllabus used by the English teachers in the Instructional design for teaching of reading skill ?
3. What is the classroom procedure used by the English teachers in the Instructional design for teaching of reading skill ?
4. What is the classroom reading technique used by the English teachers in the Instructional design for teaching of reading skill ?
5. What is the instructional material created by the English teachers in the Instructional design for teaching of reading skill ?
6. What is the teacher's role in the Instructional design for teaching of reading skill of reading skill ?
7. What is the student's role in the Instructional design for teaching of reading skill of reading skill ?
8. What are the media used by the English teachers in the in the Instructional design for teaching of reading skill of reading skill ?
9. What is the assessment created by the English teachers in the Instructional design for teaching of reading skill of reading skill ?

C. Research of Objectives

According to the research questions, the objectives of the study are as follows: formulated. They are :

1. To describe the teaching learning objectives of reading competence created by the teachers .
2. To describe the syllabus used by the English teachers in the Instructional design for teaching of reading skill.
3. To describe the classroom procedure used by the English teachers in the Instructional design for teaching of reading skill .
4. To describe the classroom reading technique used by the English teachers in the Instructional design for teaching of reading skill .
5. To describe the instructional material created by the English teachers in the Instructional design for teaching of reading skill .
6. To describe the teacher 's role in the Instructional design for teaching of reading skill of reading skill.
7. To describe the student's role in the Instructional design for teaching of reading skill of reading skill.
8. To describe the media used by the English teachers in the Instructional design for teaching of reading skill of reading skill.
9. To describe the assessment created by the English teachers in the Instructional design for teaching of reading skill of reading skill.

D. Scope of the Research

In this study, the analysis is limited on the implementation of instructional design for the teaching of reading skill at grade X, SMA N 2 Pati used by the teachers in teaching English. The data are taken from recording and in depth interview with the English teachers and the students of grade X, SMA N Pati. The data will also be taken from the observation in the classroom and the result of the interview.

E. The Benefit of the Study

In this study, the writer expects that the research paper has benefits both theory and practices.

1. Theoretical Benefits concerning the English teaching by implementing instructional design. The teacher or the reader can get further information and knowledge about instructional design teaching and its benefit in teaching and learning activity. The result of the study will provide a valuable reference of English teaching learning process in reading skill.
2. Practically, especially the English teachers will realize the important of English teaching learning process in reading skill to control the learners in the classroom and for learners can be motivated to be active in the classroom.

F. Thesis Organization

This thesis will be arranged as follows:

Chapter I : Introduction; covers Background of the Study, Problem Statements, Research Objectives, Limitation of the Research, Benefit of the Study, and Thesis Organization.

Chapter II : Review of The Related Literature ; covers Definition of Instructional Design, Definition of Teaching Learning, Teaching Reading, and Previous Study.

Chapter III : Research Method, type of Research, Object Of Research, Data and Subject Data, Technique of Collecting Data, Technique of Analysis Data, and Research Procedures.

Chapter IV : Research Findings and Discussion

Chapter V : Conclusions, Pedagogical Implications, and Recommendations

Bibliography

Appendix.