

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication. Every person uses a language to make interaction between people. Language becomes very important as a means of communication to make a relation between Indonesia and other countries in the world. The language is an effective means to study the development of other countries in the world. English as an international language is used in the biggest part of the world.

In Indonesia, foreign language especially English language is very important to face the modern world. English is not only used as a means of human communication but also used as a subject of the study at schools. English is one of the compulsory subjects which is taught to all education levels, namely elementary, Junior High School, Senior High School, and in all departments of university. Therefore, the Indonesian government always makes efforts to improve the quality of society, to be able to face competition in the global world. The teaching of English in Junior High School is as the basis in understanding English. There are four skills in teaching English, namely speaking, listening, reading, and writing. The teacher should develop these four language skills in order that their students could use the skills to communicate their feeling, thoughts, and opinions in English.

One of the important language skills in English language is reading skill. Reading is an activity to comprehend the writer's opinion or message in written or printed words. A student is also able to develop their potential of reading skill when they learn carefully. It is defined as understanding of a message conveyed by the writer through visual and non-visual information. Smith (1991: 9) in Fauziati (2010: 33) stated that it is important to learn reading since it

(1) helps us learn to think the new language, (2) helps

us build a better vocabulary, (3) makes us more comfortable with written English, (4) can help us plan to study in English—speaking country.

The general meaning of reading itself is a process of decoding messages in which reader needs his or her own experiences and knowledge efficiently. Herber (1978) in Dupuis, (1982: 20) sees reading as a thinking process which includes decoding of symbols, interpreting the meanings of the symbols, and applying the ideas derived from the symbols. If students have prior knowledge of the topic or the style of the text to be read, they should recall that knowledge of the topic and use it to help them predict what might be in the text. This information might also be of help later as they read.

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.

Teaching reading in SMP Muhammadiyah 7 Surakarta has some techniques to make the students glad and active in the class. Teacher used various of techniques in teaching reading activity in order to make the students interesting in learning English. On the other side, the students

have a good ability in reading skill. The teaching learning process becomes effective because the student has a willingness to learn English and want to build their reading ability.

Reading is the one of the subjects which is attractive to observe, because there are many advantages can be obtained through reading. By teaching reading students can get a lot of information and knowledge from many textbooks, references and related library reading they read. Reading can also serve for pleasure feeling. It is mostly gained by reading magazine, newspaper, short story, novel, etc according to what they like. By reading those material, they can feel relax and joyful since in this type of reading it just read what we want. Reading then can be said as a means of studying and thinking as well as a means of enjoying.

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 at SMP Muhammadiyah 7 Surakarta.

Based on those explanations above, the writer is interested in conducting a research about the instructional design for the teaching of reading skill in the Junior High School. So, the writer decides to carry out a research entitled **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.**

B. Problem Statement

Based on the background of the study, the writer formulates the problems as : How is the Instructional Design for the teaching of reading skill at SMP Muhammadiyah 7 Surakarta in academic year 2015/2016? Especially to answer the following questions:

1. What are the learning objectives of teaching reading?
2. What are the classroom procedures of teaching reading used by teacher?
3. What are the classroom techniques used by teacher in teaching reading?
4. What are the roles of instructional material used by the teacher in teaching reading?
5. What are the teacher roles in teaching reading?
6. What are the students roles in teaching reading?

C. Objectives of the Study

Based on this problem statement, the objective of the study is to describe the teaching reading process based on instructional design at SMP Muhammadiyah 7 Surakarta in academic year 2015/1016, which is especially to describe:

1. The learning objectives of teaching reading.
2. The classroom procedures of teaching reading.
3. The classroom technique used by teacher in teaching reading.
4. The role of instructional materials used by teacher in teaching reading.
5. The teacher role in teaching reading.
6. The student role in teaching reading.

D. Limitation of the Study

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, the researcher limits the scope of the

research. This research is only focused on instructional design for the teaching reading skill to the eight grade students of global classes of SMP Muhammadiyah 7 Surakarta in 2015/2016 academic year.

E. Benefits of the Study

There are two kinds of advantages, namely theoretical and practical. The advantages of the study are :

1. Theoretical Benefit
 - a. The result of the research paper can be used as the reference in the instructional design for teaching reading skill at eight grade of junior high school.
 - b. The result of the research paper can give some input in the instructional design for teaching reading skill at eight grade of junior high school
2. Practical Benefit
 - a. This research will be helpful for the students to find the way of learning reading English correctly.
 - b. This research will give readers extensive knowledge.

F. Research Paper Organization

This writer organizes this research paper in order to make easier to understand. In this case, this research paper consists of five chapters:

Chapter I is introduction which consist of the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory presenting the previous study and theoretical review. In this chapter, theoretical review consist of the notion of instructional design, characteristic of instructional design and components of instructional design (learning objectives, classroom procedure, classroom technique, the role of instructional materials, teacher roles, student roles)

Chapter III is research method. It deals with type of the research, setting, data and data source, technique of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. In this chapter, the writer will present the data analysis and the findings.

Chapter 5 is conclusion and suggestion.