Designing Semester Insturctional Plan of Reading Course at English Education Department

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Abstrak

Penelitian ini merancang perencanaan pembelajaran semester dan bahan ajar mata kuliah membaca untuk Jurusan Pendidikan Bahasa Inggris (selanjutnya diglasir oleh EED), UIN Sultan Maulana Hasanuddin Banten. Untuk merancang perencanaan pembelajaran semester yang baik dan mengembangkan bahan bacaan, penelitian ini menggunakan metode *Research and Development* dengan memanfaatkan Model ADDIE. Sedangkan untuk mengumpulkan data penelitian ini menggunakan berbagai instrumen seperti menyebarkan kuesioner kepada siswa, melakukan wawancara, menganalisis dokumen kurikulum EED, melakukan konsultasi dengan pakar kurikulum dan praktisi literasi. Dalam hal penyusunan perencanaan pembelajaran semester dan bahan ajar, kajian ini juga mengacu pada pedoman pengembangan kurikulum dari RISTEKDIKTI dan hasil pembelajaran dalam Kerangka Kualifikasi Nasional Indonesia. Hasil penelitian ini mengungkapkan bahwa dalam merancang perencanaan pembelajaran semester mata kuliah membaca, dosen harus menentukan hasil belajar yang mengacu pada ketentuan dalam Standar Nasional Pendidikan Tinggi. Selain itu, strategi membaca dan bahan ajar pada setiap mata pelajaran membaca harus di atur secara bertahap dengan memperhatikan perkembangan bahasa dan tingkat berpikir siswa agar siswa memperoleh beberapa keterampilan membaca dan memfasilitasi mereka menjadi pembaca yang terampil.

Kata Kunci: rencana pembalajaran semester, model addie, capaian pembelajaran, kerangka kualifikasi nasional indonesia, standar nasional pendidikan

Abstract

This study to design Semester Instructional Plan and instructional materials of reading courses for English Education Department (further glossed by EED), UIN Sultan Maulana Hasanuddin Banten. To design good Semester Instructional Plan and develop reading materials, this study used Research and Development method by utilizing ADDIE Model. Meanwhile, to gather data this study was used a variety of instruments such as distributed questionnaire to students, conducted interviews, analyzed curriculum document of EED, did consultation to curriculum experts and literacy practitioners. In terms of developing Semester Instructional Plan and instructional materials, this study also referred to manual guideline of developing curriculum from RISTEKDIKTI and learning outcomes in Indonesia Nasional Qualification Framework. The results of this study reveal that in designing Semester Instructional Plan of reading courses, the lecturer must determine learning outcomes which refer to the regulations in National Standard of Higher Education. Moreover, reading strategies and instructional materials at each reading course should be arranged gradually by paying attention to students' language development and thinking level in order students acquire some reading skills and facilitate them to be skilled readers.

Keywords: semester instructional plan, addie model, learning outcomes, indonesia national qualification framework, national standard of higher education.

INTRODUCTION

Every university has a system to produce qualified graduates. In higher education system at least, there are four fundamental components that have to be met in order to produce qualified graduates. Those components are (1) input; (2) process; (3) output; and (4) outcome. Related to the context and process, a learning process will be effective and qualified if it is planned carefully, thoroughly, and systematically toward the related factors, that is learning achievement, learning process, instructional material, learning source, assessment process, and learning outcome.

Based on the law of Republic of Indonesia No 12 of 2012 on curriculum states that the higher education curriculum is developed by each college which refers to National Standards of Higher Education for each major or the study program that covers the development of intellectual, noble characters, and skills. In the National Standard of Higher Education (Standar Nasional Pendidikan Tinggi-SN-DIKTI) as stipulated in Permenristekdikti (Ministry of Research, Technology and Higher Education Regulations) No 44 of 2015 Paragraph 1 states that curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for organizing study programs or majors.

Basically, Higher education curriculum is an institutional trust that must be constantly updated in accordance with the development needs and science and technology as outlined in the learning outcomes. Therefore, university as producers of educated human resources need to measure their graduates, whether the graduates that have been produced have abilities that equal to the abilities (or leaning outcomes) that have been formulated in qualification level of Indonesia National Qualification Framework.

In designing curriculum began with setting of the graduate profile which then described into a formulation of graduate learning outcomes. The formulation of abilities in Indonesia National Qualification Framework is stated in terms of learning outcomes, where the competencies included in it are part of learning outcomes. It is written in Nasional Standard of Higher Education (SN-DIKTI, 2015) in article 5, paragraph 1 which states that Graduate Competency Standards (Standar Kompetensi Lulusan) are the minimum criteria regarding the qualifications of graduates' abilities that include attitudes, knowledge, and skills that expressed in the formulation in graduate learning outcomes.

Ideally, systematic learning designs needs to be done in order to produce Semester Instructional Plan (further glossed by SIP) along with other leaning tools, including assessment instruments, assignments plans, learning materials, learning resources, etc. that can be carried out effectively and efficiently.

In fact, the curriculum development especially regarding to designing Semester Instructional Plan and developing course contents in English Education Department (Further glossed by EED), Sultan Maulana Hasanuddin Banten, The State Islamic University faces some constrains. One of them is seen in designing Semester Instructional Plan and selecting learning materials of some series courses such as reading, listening, speaking, writing, and structure. Based on the data that I found in curriculum manual book (Kurikulum IAIN Banten, 2017), those courses did not have clear limitation especially in name of course, description of course, objectives (learning outcomes), course contents, learning methods, assignments plans, assessments criteria, and learning evaluation.

The second problem occurred when EED implemented Indonesia National Qualification Framework based curriculum (KKNI, 2014) for the first time, Although the curriculum has been structured better by

delineating description of level 6 qualification for undergraduate level. However, the name of series courses which offered to students still in old fashioned such as Reading I to IV. Moreover, this became worse because those courses were taught by two different lecturers. Consequently, there were different Semester Instructional Plan or syllabus.

The third problem, the difference of lecturers also causes overlapping learning materials and different language skills. This will be dangerous if it is not anticipated carefully because later the graduates of English Education will have different competencies and did not master graduate learning outcomes which in accordance to graduate competency standards which listed in EED graduate profile.

Actually, to produce qualified graduates, the EED must be able to consolidate the entire of lecturers to design semester instructional planning carefully and systematically. Ideally, when designing Semester Instructional Plan it must be arranged simultaneously by board of lecturers with direction from senior lecturers or professional curriculum practitioners. No exception in reading courses. Reading courses have pivotal role to equip students to be qualified graduates because reading courses offer lots of advantages. Because while reading students can improve their comprehension, enrich vocabularies, and expand knowledge.

The importance of reading has been revealed by many educators such as Putri & Sya (2022) which says that reading is an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school. In the same way, Halawa & Lase (2022); Ndruru, Harefa & Harefa (2022); Zebua, Harefa & Riana (2022), also say that reading is a skill essential for formal education and for an individual success in society.

Study on syllabus design have been done by many English language teaching

professionals. First, Masruri (2019), conducted research on the syllabus model development of general English course based on multicultural perspective at Department of History and Islamic Civilization, Syarif Hidayatullah the State Islamic University, Jakarta. The findings show that the main objectives of teaching English for Islamic studies is not only helping the students to master English for the purpose of communicating but also the understanding of the English cultural aspects. Besides, in the planning of teaching and learning process of EIS, lecturer must integrate some aspect such as learning skills, language skills, knowledge of Islamic studies, and knowledge of language.

Moreover, Runggo (2021), In his study, he attempts to design syllabus and reading materials for Development of English Course Instructional Design Based on English for Specific Purposes. To produce satisfactory English syllabus and teaching materials, The result of this study reveal that most students mentioned that the course book (reading materials) was related to their field of study, the materials were understandable and interesting as well as they were satisfied with the reading materials.

Furthermore, Dewi (2019), in her study which entitled a proposed syllabus of critical reading for the English Department Students of Brawijaya University. The finding of this study was she designed syllabus of critical reading and completed with the five lessons planned that have been empirically tested during the process of try out. Moreover, the final product of critical reading syllabus has undergone the stages which developed by Yalden's model and it has been validated by the experts.

However, unfortunately up to now I could not find the study concerning designing Semester Instructional Plan of reading course series. Therefore, I strongly believes that his study deserves to

investigate more deeply and comprehensively.

In EED's curriculum, basically reading courses are made series and taught mostly for the purpose of making students to be able to read and comprehend textbooks which written in English in order to support them while conducting research or writing a final project as one of requirement to finish their study. Therefore, Semester Instructional Plan must be designed uniformly by considering students' needs and their language development.

Based on prior statements, this study is concerned primarily to investigate how to design semester instructional plan of reading courses based on Indonesia National Qualification Framework based curriculum?

METHODS

This study used ADDIE model. ADDIE is an acronym for *Analyze, Design, Develop, Implement,* and *Evaluate.* The ADDIE model was being applied here for designing Semester Instructional Plan. The underlying principle of implementing ADDIE is the learning of reading should be student centered, innovative and creative, authentic as well as inspirational (Branch, 2009). The cycle of ADDIE model in designing Semester Instructional Plan can be illustrated as follows:
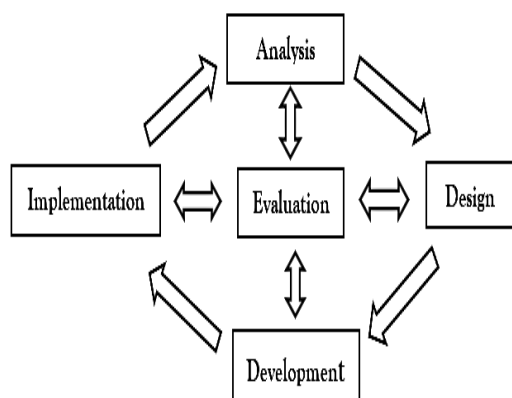

Figure 1. ADDIE Model

The first step was analysis. In this phase, I analysed data form needs analysis, according to Mantasiah (2020), "needs analysis in language teaching may be used for a number of purposes such as to collect information about a particular information and about particular learners are experiencing, and to identify a gap between what students are able to do and what they need to be able to do".

The second step was design. In this phase, I concerned with subject matter analysis, lesson planning, and instructional media selection. Lesson planning asked I to determine (1) objectives of learning or learning outcomes; (2) skills, knowledge, and attitude to be developed; (3) resources and strategies to be employed; (4) structuring and organizing content; (5) assessment method that matches to the learning objectives.

The third step was development. In this phase, development can be defined as a process of creation and testing of learning experiences and try to find the answers of some questions such as have the learning needs and characteristics of the students have been analysed accurately? Were the learning outcomes, learning methods, learning resources, students' assignments and evaluation appropriate for the learning needs of students?

The fourth step was implementation. Implementation in this phase can be defined as a process of the learning experiences to students utilizing the appropriate media. Learning, skills or understanding are demonstrated to the students who practice actively in learning process. It involves showing students how to use learning materials and classroom instruction.

The last phase is evaluation. Evaluation has two levels. The most important one is to measure the success of students who obtaining and retaining the reading skills and comprehension. The second is to determine how successful the syllabus design package was in facilitating effective students learning in reading courses.

In this study I used a variety of technique of data collection, such as conducting Forum Group Discussion, distributing questionnaires, carrying out interviews and informal consultations with experts/senior lecturer, examining existing documents (previous syllabus and lecture unit), and joining extensive reading seminar which held by IERA.

FINDINGS AND DISCUSSION
Findings

Based on Permenristekdikti (2015), Curriculum is defined as a set of plans and arrangements regarding to graduate learning outcomes, learning materials, processes, and assessments that are used as guidelines for organizing study programs. Based on the previous definition, planning and regulation of curriculum as a curriculum cycles has several phases. Starting from needs analysis, design, development, implementation, evaluation, and follow-up improvements which made by the study program.

Haagen-Schützenhöfer & Hopf (2020), illustrate the cycles of curriculum as follows:
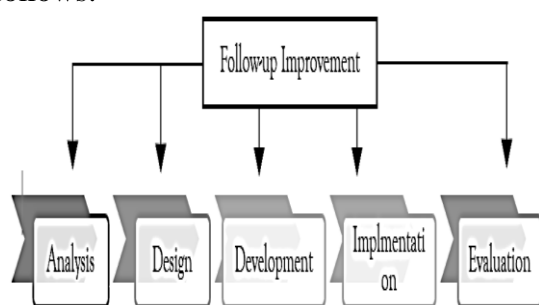

Figure 2. Cycles of Higher Education Curriculum

Phase I is analysis, it consists of (1) establishing curriculum foundation (philosophical, sociological, psychological, historical, and juridical); (2) committing needs analysis: social needs, professional analysis, industry analysis, standard and specification vision; and (3) determining the profile of graduates.

Phase II is design, selecting and organizing curriculum. It encompasses (1) graduate learning outcomes of study program; (2) subject matter based on disciplines of science or body knowledge; (3) learning experiences and learning methods; and (4) evaluation.

Phase III is development, in this phase, study program should (1) describe graduate learning outcomes of study program at the level of courses and the stages of learning that more specific, measurable, and observable; (2) form courses and set quality of the credits; (3) design learning and semester instruction planning; (4) develop assessment instruments and evaluation (formative and summative); and (5) develop instructional materials and other learning tools.

Phase IV is implementation, this phase comprises three activities, that is (1) identify possible problems that hinder implementation of curriculum; (2) carry out socialization, workshop, and technical guidance to lecturers and students; and (3) implement curriculum and monitoring.

The last phase is evaluation, in this phase there are two main activities that is (1) carry out formative evaluation toward the implementation of curriculum; (2) do summative evaluation toward the implementation of curriculum.

It should be noted that each phase in the curriculum cycle is carried out by referring to the national standard of higher education which consists of 8 national standards of education, 8 national standards of research, and 8 national standards of community service.

Regarding to semester instructional plan, it is designed and developed by a lecturer independently or together in group of knowledge in a study program. Aspects in designing Semester Instructional Plan must refer to (Permenristekdikti, 2015) that contains: (1) name of study program, name and code of course, semester, credit, name of lecturer; (2) graduate learning outcomes that are charged on the course; (3) the final ability that planned at each stage of learning to meet the graduate learning outcomes; (4) subject matters which related to the ability to be achieved; (5) learning methods; (6)

the time which provided to achieve abilities at each stage of learning; (7) students learning experiences that are manifested in the description of the tasks that must be done by students for one semester; (8) learning resources; (9) criteria, indicators, and grading system; and (10) references.

Before designing semester instructional plan, every lecturer should review materials which related to the Semester Instructional Plan such as (1) curriculum document of study program that contains related courses, especially those related to learning outcomes of study program and course learning outcomes; (2) the regulations which related to preparation of courses such as the regulations in Indonesia National Qualification Framework and National Standard of Higher Education; (3) reference books which related to the course; (4) research results which related to the course; and (5) Format of Semester Instructional Plan which has been determined by university.

The framework for designing Semester Instructional Plan of reading courses can be seen in the following flowchart:
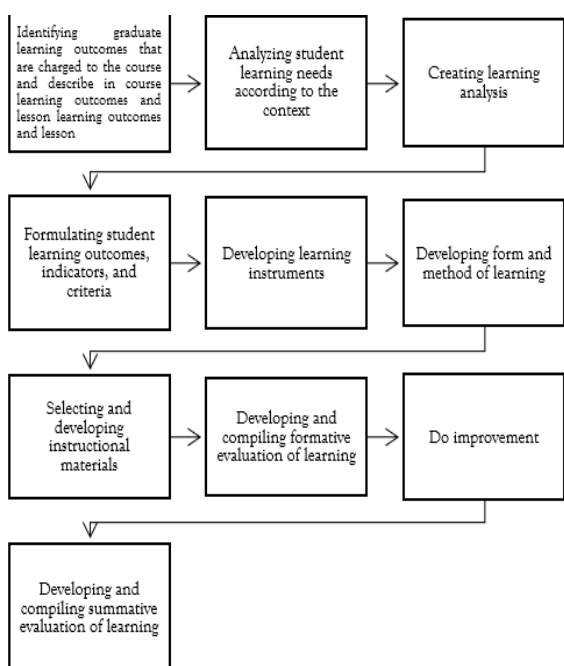

Figure 3. Framework of Designing Semester Instructional Plan

Designing semester instructional plann must be done systematically, logically, and structured so that the learning process can achieve graduate learning outcomes. The stages of learning design in a Semester Instructional Plan at least carried out in several stages as follows:

1) Identifying graduate learning outcomes that are charged to the course;
2) Formulating course learning outcomes that are specific to the courses based on graduate learning outcomes that are charged to the course;
3) Formulating lesson learning outcomes that are the final ability which planned at each stage of learning, and formulated based on course learning outcomes;
4) Conducting analysis of learning to provide an overview to students on learning stages that will be undertaken;
5) Conducting learning needs analysis to determine the breadth and depth of learning material needs, as well as the learning tools which needed;
6) Determining achievement indicators of lesson learning outcomes as final ability that planned at each learning stages to fulfil graduate learning outcomes;
7) Determining assessment criteria and developing learning assessment instruments based on achievement indicators of lesson learning outcomes;
8) Selecting and developing learning forms, learning methods, students assignments as learning experiences;
9) Developing learning materials in form of subject matters and appropriate learning resources; and
10) Developing and conducting learning evaluation.

Discussion

In this study, there are four reading courses should be reconstructed in order to have gradations, level of difficulty, depth and breadth of sustainable materials. They are literal reading, interpretative reading, critical reading and extensive reading. The first three courses belong to intensive

reading and the rest course is extensive reading.

Moreover, before designing and developing Semester Instructional Plan of reading courses, the board of EED lecturers have arranged the structure of curriculum (Kurikulum KKNI TBI, 2018) and determined the graduate profile of EED as well as its descriptors. The graduate profile of EED can be elaborated as follows:

Table 1. Graduate Profile of EED

No	Profile	Descriptor
1	English Teacher	Graduates are able to apply knowledge of English and skills in communicating activities in various situations and are able to carry out learning by using varied methods and techniques effectively and efficiently , have good personalities, knowledgeable in their field, are able to carry out tasks, as well as responsible for teaching, Islamic ethic, scientific and expertise.
2	Research Assistant	Graduates have work skills, mastery of knowledge, managerial skill and responsible as a research assistant in the field of English, have good personality, extensive knowledge in their field, as well as able to carry out tasks and have good responsibilities based on Islamic ethics, scientific, and expertise.
3	Entrepreneur	Graduates are able to apply knowledge and skills in entrepreneurship in a variety of entrepreneurial contexts.

Moreover, based on graduate profile of EED, the learning outcomes of EED are elaborated in details into four aspects namely: (1) attitude and values; (2) general skills; (3) specific skills, and (4) knowledge. The following will be presented the graduate learning outcomes of EED.

Table 2. Graduate Learning Outcomes (GLO)

Description of GLO	Dimension
Graduates are able to demonstrate a personality that has character and integrity through a learning process that respects Indonesia's diversity and values in the fields of education and entrepreneurship.	Attitude
Graduates are able to demonstrate skills in using concepts, theories and methods logically, critically, systematically and innovatively through a learning process that emphasizes scientific academic ethics.	General Skill
Graduates are able to master English concepts and theories through the process of learning linguistics, literature, and pedagogy critically and reflectively.	Knowledge
✓ Graduates are able to demonstrate skills in using innovative concepts, theories and methods through the English language learning process based on TPACK	Spesific Skill

(Technological Pedagogical Content Knowledge) related to students' understanding and educational learning. ✓ Graduates are able to demonstrate skills using innovative concepts, theories and methods through the learning process in the field of entrepreneurship (edutechnopreneur).	

Based on graduate profile of EED and graduate learning outcomes as well as the results of forum group discussion, need analysis, comparative study to another university, and curriculum document of EED, so the scope of reading courses can be described as follows:

Table 3. Literal Reading

Literal Reading
Learning Outcomes of Course: 1) Being able to comprehend various short texts and basic reading skills by implementing a variety of reading comprehension strategies.   2) Being able to master various basic of reading strategies such as previewing text, setting the purpose of reading, scanning the text for specific information, skim the text for the main ideas, guessing unfamiliar words, using semantic mapping or clustering, and applying principles of sustained silent reading.   3) Being able to understand some reading skills from various types of text. The reading skills are understanding main idea in a paragraph, finding stated detail information, finding specific information, understanding implied meaning of a text, understanding cohesive devices such as pronoun reference and logical connectors, identifying the purpose of text, understanding the meaning of specific words in context, and drawing inference.   4) Being able to use appropriate reading comprehension strategies while reading.   5) Being responsible to write simple responses to the ideas or issues which presented in the text.
Description: This course is designed to develop students' basic competencies in reading (encoding, decoding, and comprehending) of short functional text and fictional text at basic to pre-intermediate level. The text usually has 300-500 words and there are only 5-10% difficult words. The text is usually easy to understand by students and it provides visual aids like pictures and illustration to assist students in comprehending the gist of text. During lecturing, students will read some interesting topics relate to daily life and directly apply some reading comprehension strategies.
References   Mikulecky, Beatrice and Linda Jeffries, 2005. *Basic Reading Power*, New York: World Language Division.   Gray, Amelia. 2010. Daily *Reading Comprehension*, Monterey: Evan Moor Educational Publishers.   McKnight, K.S, 2010. *The teacher's big book of graphic organizers.* San Francisco: John Wiley & Sons, Inc.   Fidges, Louis. 2008. *Reading Comprehension,* New York: MacMillan Foundation.

Based on the scope above, we can infer that this course is given in the first semester to novice students in order to facilitate them to be familiar with a variety of short texts in English and to learn how to encoding and decoding texts as well as implementing basic reading skills while reading activities. During lecturing, the students will learn to read short functional texts (e.g. advertisement, announcement, notice, shopping list, and so forth) and text types (e.g. narrative, recount, descriptive, report, and procedure text) as well as to

learn the generic structure and its language features of those texts.

In the second semester, EED students will learn Interpretive reading. This course is given in the second semester in order to facilitate students to be able to interpret main idea, supporting statements, and theme and organization of paragraphs more comprehensively. Besides, students will also be trained to speed up their reading rate. The following will be provided the scope of interpretive reading course:

Table 4. Interpretative Reading

Interpretive Reading
1) **Learning Outcomes of Course:**
2) Being able to comprehend explicit and implicit meaning of intermediate reading texts.
3) Being able to find main idea and supporting sentences;
4) Being able to read a variety of English texts in appropriate speed.
5) Being able to understand sequence of text and organization of paragraph;
6) Being able to determine between fact or opinion from an English text;
7) Being able to compare and contrast information from two similar English texts;
8) Being able know cause and effect from an English text;
9) Being able to identify characters, setting and theme of a passage;
10) Being able to understand the purpose of author;
11) Being able to preview a text and identify non-text features;
12) Being able to understand the meaning of vocabularies, sentences, or expressions explicitly or implicitly;
13) Being able to employ visual information from an English text; and
14) Being able to write simple responses to the visual information which presented in the text.
Description:
This course is designed for intermediate students of EED in order to facilitate

them to master some reading skills such as ability to preview a text, finding main idea and details, determine between fact or opinion, ability to compare and contrast information from two similar stories/texts, identify non-text features, ability to recognize the author's purpose, and identify non-text features as well as ability to increase reading rate. During lecturing, student will practice some reading strategies such as previewing the text strategies, setting a purpose, skimming for an overview, scanning for specific information, using reference skills; working out the meaning of unfamiliar words (guessing words from context); speed reading, and semantic mapping or clustering. Besides, this course also equips students to be able to comprehend and interpret visual information such graphic, diagram, chart and etc as wells as explicit and implicit practices of interpretation that are constructed through vocabularies, sentences, and expressions.

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Moreover, in the third semester, the EED student will study critical reading. Critical reading is classified into higher-order thinking skill than literal and interpretive reading. Basically, this course

is very crucial because it equips students' ability to comprehend a text critically and ability of problem solving. Nirmala (2019), explains that students' ability to think and read critically will enhance their understanding toward the text they are reading. This happens due to the fact that during critical reading process, readers continue to be producers. Because they analyze, produce, and judge. Gobang (2022), expresses that critical reading skill refers to a higher level of reading because it does not only agree with literal and interpretation skills of what the text about but it also evaluates what is in the text. In line with Hariyati & Septiana (2019), also have similar perception about critical reading, they state that a critical reading skill is a process of querying and evaluating the text which surpasses the skill of interpreting text literally. In other words, critical readers have some characteristics that they understand how to ask, analyze, and evaluate.

In EED context, the critical reading course is given to equip students become skilled and critical readers. Essentially, this course aims to facilitate students to comprehend a variety of academic/scientific texts (e.g. explanation, exposition, discussion, and review) and fictional text (literary text) at advance level. During lecturing students will be also emphasized to master some reading skills which are tested in reading comprehension test of TOEFL. The following will be presented the scope or critical reading course:

Table 5. Critical Reading

Critical Reading
Learning Outcomes of Course:
1) Being able to master cognitive and metacognitive strategies of reading such as (1) activating background knowledge; (2) making connection; (3) determining importance information; (4) predicting; (5) asking questions; (6) drawing inferences; (7) evaluating; (8) monitoring; (9) setting a purpose; (10) repairing; (11) visualizing, and (12) summarizing.
2) Being able to master reading skills in TOEFL such as (1) understanding main idea of a paragraph; (2) recognizing the organization of idea; (3) answering stated detail question correctly; (4) finding unstated detail; (5) finding pronoun referents; (6) answering implied detail question correctly; (7) answering transition question correctly; (8) finding definitions from structural clues; (9) determining meanings from word parts; (10) using context to determine meanings of difficult words; (11) using context to determine meaning of simple words; (12) determining where specific information is found; and (13) determining the tone, purpose, or course.
3) Being able to read fictional text and non-fictional English texts fluently, comprehensively and critically.
4) Being able to master high context vocabularies or technical terminology related in an English text.
5) Being able to write academic responses toward an issue from an English text.
Description:
Critical reading is given to the third semester of EED students after they have accomplished literal reading and interpretive reading as prerequisite courses. This course is designed to help students to be able to make critical evaluation on a passage. By taking this course, the students are expected to be able to read critically texts of fiction (literary) and non-fiction (scientific texts) at advance level with a specific focus on analyzing, synthesizing, and evaluating text. In addition, during lecturing student will also learn some cognitive and metacognitive strategies of reading in order to master reading skills in TOEFL.
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Moreover, in the fourth semester EED students will learn Extensive Reading. This course is very crucial for students because this course is good for language development. Some experts (Arsad & Janan, 2022) believe that "read extensively will lead the improvement of language proficiency". There are at least three advantages that offered by this course for students. the first, extensive reading builds vocabulary. When students read a lot, they meet thousands of words and lexical (word) patterns that are not taught in the textbooks. The second, extensive reader helps students understand grammar. It provides opportunities to see grammar in context so students can deepen their understanding of how grammar is really used. The third, extensive reading helps students to build reading speed and fluency. In particular, developing reading speed is important because it helps learners to understand the language faster and better.

In practice, this course follows 10 teaching principles of extensive reading which proposed by Getie (2020), they are: 1) the reading material is easy; 2) a variety of read material on a wide range of topics must be available; 3) students choose what they want to read; 4) students read as much as possible; 5) the purpose of reading is usually related to pleasure, information and general understanding; 6) reading is its own reward; 7) reading speed is usually faster rather than slower; 8) reading is individual and silent; 9) teacher/lecturer orients and guises students; and 10) the teacher is a role model of a reader.

The scope of extensive reading course will be presented in the below table:

Table 6. Extensive Reading

Extensive Reading
Learning Outcomes of Course: 1) Being able to develop confidence and motivation in reading; 2) Being able to be comfortable without stopping to look up unknown or difficult vocabulary; 3) Being able to increase speed and fluency in reading; 4) Being able to set the purpose of reading; 5) Being able to decide the targets and goals of reading; 6) Being able to choose reading materials for their own interests and language ability; 7) Being able to respond to reading various ways such as: a) sharing information from books with others; b) share personal reactions to and opinions about books in informal situations; c) share favorite quotation from books.
Description   This course is designed for the EED students at the fourth semester. The aim of this course is to build literacy culture, to develop students' fluency and positive attitude toward reading. During lecturing students will read a range of graded readers which have 1.000 to 1.400 headwords that have been adjusted to ability of students and for the purpose of increasing reading confidence and

developing familiarity with a range of different language text types (both factual and scientific text). Besides, another important goal of this course is to promote general language ability and world knowledge. In addition, the learning form of this course will be varied. The forms can be: literature circle and book presentation. Literature circle consists of 1) book talk with dice; 2) written book talk; and 3) reading date. Meanwhile, the activities in book presentation can be 1) mind-mapping and gallery walk; 2) book reading rainbow; 3) favorite quotations; and 4) book of knowledge.

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Moreover, based on the results of questionnaire from the students, it can be drawn a conclusion that 57% of the students sometimes found difficulty in using English for reading, 23% of the students often found difficulty in reading, and the rest as many as 15% of the students rarely found difficulty in comprehending English text.

When questionnaire item asked about how important English for students' success in study. The majority of students said that reading, listening, speaking, and writing were very important (75% for reading, 35% for listening, 68% for speaking, and 87% for writing). Thus, because of 87% of the students considered writing was very important, I included writing activities in Semester Instructional Plan of reading courses, this is in accordance with conventional learning activity where reading usually merges with writing activities.

Furthermore, when asked about how often you have difficulty to comprehend English journal, newspaper article, textbook, internet article, and fiction works. 73% of the students said that comprehending English journal was very difficult. Besides, as many as 65% of the students admitted that they were very difficult to read and comprehend textbook. Then, 25% of the students said that they have difficulties to comprehend newspaper article, then another 27% of the students faced difficulties to comprehend internet articles, and only 10% said that fictional works was difficult.

Another point, I put in the questionnaire for students is what kind of topic of reading texts they wanted to learn in the classroom. The majority of the students said that they wanted to learn the passage about culinary (30%), gadget (17%), sport (13%), life style (15%), film and music (155) religion (2%), and health (8%).

The last point of questionnaire for the students was how often they applied reading strategies. the answers were very varied. But the majority of the students said that the seldom did reading strategies (64%), 18% of the students said they sometimes did reading strategies, while 16% of the students said they often did reading strategies and only 2% of the students said they always did reading strategies in comprehending English text.

In terms of reading activities, Harianto (2020), divides reading activities into three parts, namely: pre-reading

activities, during reading, and post-reading activities. Activities in pre-reading include: First, discussion questions and prewriting activities that help relate the reading to a students' prior experiences, activating and expanding the students' content and formal schemata, building vocabulary, and helping to identify the cultural influences that may affect reading comprehension of interpretation. Brainstorming, semantic mapping, and free writing might all be used. Second, prediction activities that draw attention to the organization of the text and to identification of potential themes and directions the author may take. Third, skimming activities that provides students with a general idea of the text themes and the organization and development of ideas. Fourth, questions and other activities that focus on graphic cues such title, chapter headings, indentations, as well as any visuals and other text displays that highlight the organization and relative importance of various themes in the text. Fifth, scanning activities that highlight key (including technical) vocabulary, as well as names, dates, places, and other important facts.

Regarding to activities for use during reading, they include: First, filling out graphic while reading: completing a Venn diagram (for comparing and contrasting), a flow chart (for processes), a table (for classification or definitions), or other organizers that reflect the logical relations between ideas in the text and highlight for the student what is important enough to be noted and remembered. Second, guided writing assignments or discussion questions that encourage students to react to and reflect upon what they are reading at key stages in the process and to note confusion or questions they hope to have answered before the end of the reading. Third, underlining, highlighting, or note-taking activities that help students develop more effective study skills. Fourth, vocabulary building activities that help students find clues for meaning within the text. Fifth, periodic paraphrasing and summarizing activities, which encourage students to see

how an idea is developed and a text is structured, to draw inferences, and to effectively tie new ideas to prior topics. Sixth, timed activities that encourage rapid reading, perhaps combined with questions that require skimming for general answers or scanning for key information.

The last is post-reading activities. They consist of: First, vocabulary activities, helping students to expand their vocabulary by applying affixes and roots drawn from the key vocabulary in the reading, using chart and tables to illustrate the relationship between words. Second, questions to encourage critical analysis and evaluation of the reading. Third, activities that help students to summarize the text, beginning with partially completed summaries. Fourth, cloze activities and sentence strip activities for developing vocabulary, grammar, and discourse knowledge. Fifth, journal writing, either monologic or dialogic, to encourage students to reflect on, synthesize, or evaluate what they have read. Sixth, application activities, which encourage students to apply what they have read to some tasks or activities.

CONCLUSION

There are some fundamental points can be drawn in conclusions. concerning the framework for designing Semester Instructional Plan of reading courses which refer to Indonesia National Qualification Framework based curriculum are as follows: (1) Identifying graduate learning outcomes that are charged to the course and describe in course learning outcomes and lesson learning outcomes and lesson; (2) Analysing student learning needs according to the context; (3) Creating learning analysis; (4) Formulating student learning outcomes, indicators, and criteria; (5) Developing learning instruments; (6) Developing form and method of learning; (7) Selecting and developing instructional materials; (8) Developing and compiling formative evaluation of learning; (9) Do improvement; and (10) Developing and

compiling summative evaluation of learning. Moreover, in designing and developing semester instructional plan, there are four principles should be followed by a lecturer. They are: relevance, coherence, flecibility and effectiveness.

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