

ABSTRACT

Paongan, Sisilia Iriani. (1997). *Instructional materials design model for the senior high school*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Since the first time of its implementation, The 1994 English Syllabus has been a controversy among educational experts, schools and teachers. Structured-questionnaires distributed to several teachers and practice-teachers showed that they found some difficulties in implementing it. They did not really know what to do in order to apply this new syllabus. According to them, one of the problems was that there were no instructional materials provided by the Department of Education and Culture as a basic resource since the textbook which would officially be used was still in process. Besides, there were limited textbooks to be chosen. Moreover, there was a tendency among teachers to rely too much on textbooks. They were accustomed to following certain teaching techniques prescribed in textbooks in which they had little room for innovation and creativity. They were supposed to choose proper instructional materials and teaching techniques, to which tasks they were not accustomed.

This research was aimed at developing instructional materials for the Senior High School based on the 1994 English Syllabus. The development would follow the model proposed by Walter Dick and Lou Carey with some changes and simplifications. This research was also aimed at verifying the effectiveness of the instructional materials being composed.

The 1994 English Syllabus was inspired by Communicative Language Teaching (CLT) within which the meaning-based approach was of high importance in teaching second or foreign languages. To give the framework of this research, principles of CLT and the meaning-based approach would be discussed.

The sample of this research was the first year students of SMU Kolese de Britto. To obtain the significant data, a structured-questionnaire, an unstructured-questionnaire and an achievement test were administered. The procedures of this research were as follows : (a) doing needs analysis; (b) developing instructional materials; © preparing research; (d) doing try out process; (e) administering an achievement test; (f) measuring the reliability of the test; (g) administering the revised achievement test; (h) calculating the effectiveness of the composed instructional materials. The computation of this research would utilize SPSS for MS WINDOWS release 6.0 using the independent t-test and one way ANOVA for effectiveness verification and split-half for reliability verification.

The limitations of this research were: (1) the teacher's control could not easily be considered constant since they likely to have greater influence than expected in a wide range of teaching-learning process; (2) it was difficult to measure students' achievement since not all of students' language production could be controlled and be measured.; (3) the scheduling of this research which should follow the one decided by the school.

After the research had been conducted, it was found out that : (1) there was a significant relationship between set of instructional materials used and the achievement score of students. Therefore, the set of composed instructional materials was effective

- (2) the computed $r = .8869$ (Guttman split-half) and $r = .8966$ (Spearman-Brown).
- (3) the computed t-ratio = 10.66 at .05 level of significance.

Other findings in this research were due to (1) time allocation and dictionary used; (2) class size; (3) equipment, resources and rooms.

There are several implications of this findings, namely: (1) instructional materials should be designed following the proposed instructional design model in order to meet the goals of English teaching; (2) oral communication should be the basic consideration in designing tasks; (3) teaching-learning activities should motivate and help students enlarge their vocabulary mastery; (4) communicative test type should be familiarised to students; (5) learning content should be chosen to serve student's needs and interests.

Recommendations of this research due to analysis on communicative-type test items, other forms to measure students' achievement, class capacity, teacher's fluency, and scheduling.

RINGKASAN

Sisilia Iriani Paongan. (1997). *Instructional design model for the senior high school*. Yogyakarta: Universitas Sanata Dharma.

Sejak awal diberlakukan, silabus pengajaran Bahasa Inggris tahun 1994 masih tetap memunculkan silang pendapat baik di kalangan ahli pendidikan maupun dikalangan praktisi pendidikan. Kuesioner terstruktur yang disebarluaskan kepada sejumlah guru dan guru praktek mengungkapkan bahwa mereka menemukan banyak kendala dalam mengimplementasikannya. Mereka tidak begitu yakin apakah praktek yang mereka lakukan sudah sesuai dengan yang diharapkan atau belum. Menurut pendapat mereka, salah satu kendalanya adalah tidak adanya buku pengajaran yang dikeluarkan oleh Departemen Pendidikan dan Kebudayaan karena bahan acuan resmi masih dalam proses penyelesaian. Disamping itu buku pengajaran yang tersedia di pasaran sangat terbatas apalagi adanya kecenderungan di kalangan para pendidik untuk terlalu tergantung pada buku pengajaran. Mereka sudah terbiasa untuk memakai kegiatan belajar-mengajar tertentu sebagaimana yang ditunjukkan dalam buku pengajaran sehingga mereka memiliki ruang yang terbatas untuk berkreasi dan berinovasi.

Penelitian ini dimaksudkan untuk mengembangkan materi pengajaran untuk tingkat Sekolah Menengah Umum berdasarkan silabus pengajaran Bahasa Inggris tahun 1994. Cara pengembangan yang dipilih adalah model Dick dan Carey dengan beberapa perubahan dan penyederhanaan. Penelitian ini dimaksudkan juga untuk membuktikan apakah materi pengajaran yang disusun efektif.

Silabus pengajaran Bahasa Inggris mendapat inspirasi dari pengajaran bahasa cara komunikatif dalam mana pendekatan kebermaknaan dipandang sangat penting. Untuk memberi kerangka pemikiran yang memadai pada penelitian ini, prinsip-prinsip pengajaran cara komunikatif dan pendekatan kebermaknaan akan dibahas.

Sampel dari penelitian ini adalah murid kelas I SMU Kolese de Britto. Alat ukur yang dipakai adalah kuesioner terstruktur, kuesioner tidak terstruktur dan tes pencapaian. Prosedur yang dipakai adalah: (a) analisa kebutuhan; (b) pengembangan materi pengajaran; (c) persiapan penelitian; (d) proses uji-coba; (e) pengujian dengan memakai tes pencapaian; (f) pengukuran reliabiliti dari tes yang dipakai; (g) pengujian ulang; (h) pengolahan data dengan memakai SPSS untuk MS WINDOWS release 6.0. Program yang dipakai adalah t-tes untuk sample independen, one way ANOVA dan reliabiliti belah dua (Guttman split-half dan Spearman-Brown)

Keterbatasan penelitian ini adalah: (1) kontrol guru tidak dapat begitu saja dianggap konstan ; (2) pencapaian siswa sulit untuk diukur karena tidak semua produksi bahasa siswa dapat dikontrol dan diukur; (3) sitem penjadwalan yang harus mengikuti penjadwalan yang ditetapkan oleh sekolah.

Setelah penelitian ini dilaksanakan, hasil yang dicapai adalah: (1) ada korelasi yang signifikan antara bahan pengajaran yang dipakai dengan skor yang dicapai siswa oleh karena itu materi pengajaran yang disusun efektif; (2) hasil perhitungan reliabilitas $r = ,8869$ (Guttman split-half) dan $r = ,8966$ (Spearman-Brown); (3) hasil perhitungan t-ratio = 10,66 pada tingkat signifikan ,05.

Penemuan lain dari penelitian ini berkaitan dengan (1) alokasi waktu dan pemakain kamus; (2) ukuran kelas; (3) media, buku sumber dan ruangan.

Implikasi dari penemuan tersebut adalah: (1) komunikasi wicara harus menjadi pertimbangan utama dalam menyusun kegiatan belajar; (2) komunikasi lisan harus menjadi pertimbangan dasar dalam menyusun kegiatan belajar; (3) proses belajar-mengajar harus dapat memotivasi dan memperkaya perbendaharaan kata siswa; (4) siswa harus dibiasakan dengan tipe tes komunikatif; (5) isi pembelajaran harus dipilih berdasarkan kebutuhan dan minat siswa.

Rekomendasi untuk penelitian selanjutnya berkaitan dengan test yang berciri komunikatif, bentuk lain alat pengukuran pencapaian siswa, kapasitas kelas, kelancaran berbahasa guru serta penjadwalan.