

ABSTRACT

Lenny. (1999). *Developing a Set of Reading Instructional Materials with the Focus on Pre-Reading Activities for the First Grade of the SMU Students in the First Trimester*. Yogyakarta: Sanata Dharma University.

This study dealt with developing a set of reading instructional materials with the focus on pre-reading activities for the first grade of the *SMU* students in the first trimester in accordance with the 1994 English Curriculum for the *SMU*. This set of reading instructional materials was offered as a supplementary material for developing the students' reading comprehension ability. It covered the three phases involved in reading, namely: (1) Pre-reading, (2) Whilst reading, and (3) Post reading. But as the focus of the study was on the pre-reading phase, the writer did not develop the whilst reading and the post reading much.

There were two problems formulated in this study: (1) How is a set of reading instructional materials with the focus on pre-reading activities arranged to help the attainment of the objectives of the 1994 Curriculum? and (2) What does a set of reading instructional materials with the focus on pre-reading activities look like? In order to answer these two problems, the writer conducted a library study and a survey study.

The library study was meant to get some references and information as the basis of writing this thesis, especially in developing the set of reading instructional materials.

The *PPSI* design model and the Kemp's instructional design model were combined in developing the set of reading instructional materials. The *PPSI* design model is considered simple and practical, while Kemp's model is flexible.

The survey study was used to obtain the teachers' opinions: first, on the importance of pre-reading activities in teaching reading, and second, on the developed set of reading instructional materials. Questionnaires and interviews were used as the instruments in this survey study to obtain the data needed. The writer took ten English teachers of the *SMUs* in Yogyakarta as the respondents of this survey study.

The results of the survey study were summarized and presented in the descriptive statistics as it can be seen in Chapter IV (table 3 and table 4). The range of the points of agreements in this study was between 1 to 5. 1 represented absolutely disagree, while 5 represented absolutely agree. All of the average points of agreement given by the teachers for the opinions on the importance of pre-reading activities were between 4.0 and 5.0, which meant they agreed that pre-reading is important in teaching reading comprehension. And it could be said the teachers also agreed with the developed set of reading instructional materials since all of the average points of agreements given by the teachers on this opinion were between 3.7 and 4.5.

ABSTRAK

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Studi ini berhubungan dengan pengembangan suatu set materi pengajaran reading yang memfokuskan pada aktivitas pre-reading untuk siswa kelas 1 SMU pada CAWU 1. Materi reading tersebut disusun sesuai dengan Kurikulum 1994 mata pelajaran Bahasa Inggris untuk SMU. Materi ini ditawarkan sebagai materi tambahan untuk pengembangan kemampuan pemahaman siswa dalam membaca.

Materi reading ini mencakup ketiga tahap kegiatan dalam membaca, yaitu: (1) Pre-reading, (2) Whilst reading, dan (3) Post reading. Akan tetapi karena fokus dari studi ini adalah bagian pre-reading maka penulis tidak terlalu mengembangkan bagian whilst reading dan post reading.

Studi ini mencoba untuk memecahkan dua pertanyaan, yaitu: (1) Bagaimana suatu set materi pengajaran reading yang memfokuskan pada aktivitas pre-reading disusun untuk membantu mencapai tujuan dari Kurikulum Bahasa Inggris 1994?, dan (2) Seperti apakah bentuk materi pengajaran reading yang memfokuskan pada aktivitas pre-reading? Untuk menjawab kedua pertanyaan tersebut, penulis melakukan studi pustaka dan studi penelitian.

Studi pustaka dimaksudkan untuk mendapatkan referensi dan informasi sebagai dasar penulisan tesis ini, terutama dalam mengembangkan materi reading tersebut di atas.

Dalam mengembangkan materi pengajaran reading ini penulis menerapkan model desain PPSI yang digabungkan dengan model desain instruksional milik Kemp. Penulis beranggapan bahwa model desain PPSI menawarkan proses yang sederhana dan praktis, sedangkan model desain instruksional milik Kemp menyajikan proses yang fleksible.

Studi penelitian dilakukan untuk melihat pendapat para guru tentang pentingnya aktivitas pre-reading dalam pengajaran reading dan tentang materi pengajaran reading yang disusun. Data diperoleh dengan membagikan kuesioner serta melakukan wawancara dengan para guru bahasa Inggris sebagai responden studi ini.

Hasil studi penelitian dirangkum dalam deskriptif statistik seperti yang dapat dilihat pada Bab IV (tabel 3 dan tabel 4). Rata-rata nilai pendapat guru tentang pentingnya pre-reading dalam pengajaran reading adalah antara 4,0 dan 5,0. Ini berarti mereka setuju bahwa aktivitas pre-reading diperlukan dalam pengajaran reading. Dan dapat dikatakan bahwa para guru tersebut juga setuju dengan materi pengajaran reading yang dikembangkan karena rata-rata nilai pendapat guru tentang materi tersebut adalah antara 3,7 dan 4,5.