

ABSTRACT

Susanty, Selvi. (2000). *Designing English Instructional Materials with the Focus on Emotional Intelligence Development for the Fifth Grade Students of the Elementary School*. Yogyakarta: Sanata Dharma University.

The society knows IQ is more than EQ, whereas in fact emotional intelligence brought a good opportunity for children to help them to learn everything not just with their rational mind but also their emotional mind. Based on that, the writer made the English instructional materials with the focus on emotional intelligence development for the fifth grade students of the Elementary school.

In designing English instructional materials with the focus on emotional intelligence development for the fifth grade students of the Elementary school, the writer's objectives were to find out how to design the instructional materials, and to present a set of English instructional materials.

In order to obtain the opinion and evaluation about the materials, the writer used a survey research. Here, the writer used questionnaire. The questionnaire itself consisted of nine questions. The questionnaires were distributed to 3 teachers of the Elementary school and 7 instructors of different English courses. The questionnaires were collected on 11-13 April 2000. Then the writer made some revisions on the original instructional materials based on the opinions.

In order to answer the first problem, the writer used steps that were an adapted PPSI plus some steps from Kemp's model. They were 1. setting the goal and listing the topics, 2. stating the specific instructional objectives, 3. listing the subject contents that support each objectives, 4. determining the teaching-learning activities, 5. implementing the program, 6. evaluation. The answer of the second problem was instructional materials based on the 1994 English curriculum. The materials consisted of eight units. Each unit consisted of four parts. They were 1. Language presentation, 2. Language exercises, 3. Emotional intelligence development activities, 4. Evaluation. In chapter four the writer also presented the results of the survey research. From the survey, the writer collected some suggestions about the instructional materials. From the respondent's choices between 1 to 5, all the average points of agreement were above 3. It meant that the materials were appropriate with the learning objectives and the topics. For questions 5 and 6 that was about the development and the amount of the exercises, the average points were under 4. Based on the opinions the writer made some revisions on the materials. Besides revision on the exercises, there were also revisions on the instruction for the teacher and the pictures. Some respondents asked to make the instruction clearer and change the pictures. The writer made all the instructions on the materials clear, but for pictures the writer could not change them into animal cartoon.

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Masyarakat umum lebih mengenal IQ daripada kecerdasan emosi. Padahal kenyataannya kecerdasan emosi membawa kesempatan kepada anak-anak untuk belajar segala sesuatu tidak hanya menggunakan IQ mereka, namun juga pikiran emosi. Berdasarkan hal tersebut penulis menyusun materi pengajaran bahasa Inggris yang berfokus pada pengembangan kecerdasan emosi bagi siswa kelas lima Sekolah Dasar.

Dalam menyusun materi pengajaran bahasa Inggris yang berfokus pada pengembangan kecerdasan emosi bagi siswa kelas lima Sekolah Dasar, penulis mempunyai beberapa tujuan yaitu menemukan bagaimana materi pengajaran bahasa Inggris dengan berfokus pada pengembangan kecerdasan emosi disusun serta memberikan materi pengajaran tersebut.

Untuk mendapatkan pendapat serta evaluasi terhadap materi, penulis menggunakan survei. Disini penulis membagikan kuisisioner kepada tiga orang guru SD, tujuh orang instruktur dari berbagai kursus bahasa Inggris. Kuisisionernya dikumpulkan pada tanggal 11-13 April 2000. Kemudian penulis membuat beberapa revisi berdasarkan pendapat responden.

Untuk menjawab permasalahan, penulis menggunakan langkah-langkah yang diambil dari PPSI ditambah beberapa langkah dari model Kemp. Langkah-langkah tersebut adalah 1. Menetapkan tujuan dan membuat daftar topik, 2. Menetapkan tujuan khusus, 3. Menyusun isi materi yang mendukung setiap tujuan, 4. Menentukan aktivitas belajar mengajar, 5. Mengajarakan program, 6. Evaluasi. Untuk permasalahan kedua penulis membuat materi pengajaran yang berdasarkan kurikulum 1994. Materi pengajaran ini terdiri atas delapan unit. Setiap unit terdiri atas empat bagian. Keempat bagian tersebut adalah 1. Presentasi bahasa, 2. Latihan bahasa, 3. Aktivitas pengembangan kecerdasan emosi, 4. Evaluasi. Pada bab empat ini pula penulis menampilkan hasil survei. Dari survei penulis mendapatkan beberapa saran atas materi pengajaran. Dari pilihan responden antara 1 – 5, rata-rata jawaban di atas 3. Hal ini berarti materi sesuai dengan tujuan pembelajaran dan topik. Untuk pertanyaan nomor 5 dan 6 yaitu pengembangan latihan dan jumlah latihan, poinnya di bawah 4. Berdasarkan pendapat-pendapat tersebut penulis membuat beberapa perbaikan pada materi. Disamping perbaikan pada latihan-latihan, ada juga perbaikan pada perintah untuk guru dan gambar. Beberapa responden meminta agar perintah untuk guru diperjelas dan gambar diubah. Penulis telah membuat perintah menjadi lebih jelas tetapi untuk gambar penulis tidak mengubahnya menjadi kartun hewan.