

ABSTRACT

Ayu, Karina Lega. 2014. *A Set of Integrated Reading Writing Materials of Self-Access Centre in SMK Negeri 2 Depok for the Tenth Grade Students*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

SMK Negeri 2 Depok, one of the vocational schools, taught English from the beginning level i.e. tenth grade students. The school provided a place for the students to learn English outside the class which was called Self-Access Centre (SAC). There were some materials, called self-access materials, provided in SAC which covered materials for reading, writing, speaking, listening, grammar, and vocabulary. The students were allowed to choose the materials by themselves and assessed their own work. However, the students thought that the reading and writing materials were uninteresting. Moreover, the reading and writing materials were separated. On the other hand, some experts stated that the reading and writing materials should be integrated. Therefore, there were two research problems presented in this research i.e. (1) How a set of integrated reading writing materials of Self-Access Centre in *SMK Negeri 2 Depok* for the tenth grade students is designed and (2) What the set of integrated reading writing materials of Self-Access Centre in *SMK Negeri 2 Depok* for the tenth grade students looks like.

In order to answer the first question, the researcher employed the modified instructional model of Kemp and also the R&D method. There were eight steps used by the researcher, namely 1) Conducting Need Survey, 2) Stating Goal, Topics and General Purposes, 3) Stating Learning Objectives, 4) Listing the Subject Content, 5) Selecting Teaching and Learning Activities, 6) Designing the Materials, 7) Conducting Materials Evaluation and 8) Revising the design Materials.

In order to answer the second question, the researcher presented the final version of the designed materials which was based on the theory of Task- Based Learning. The final materials consisted of four units, namely “*What do They Look Like?*”, “*Show Me the Way!*”, “*This is What I Want to Be*”, and “*Attention Please!*”. Each unit consisted of three main parts, namely *Let’s Get Ready!* as Pre-Task, *Challenge Yourself!* as Task Cycle and *Let’s Focus* as Post-Task.

This set of integrated reading and writing materials were expected to be implemented in SAC. Furthermore, the materials were expected to be able to improve the students’ abilities in learning English independently. Hence, the students would be accustomed to learning English by themselves.

Keywords: Self- Access Centre, SMK Negeri 2 Depok, integrated reading writing materials, Task-Based Learning

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SMK Negeri 2 Depok sebagai salah satu contoh sekolah kejuruan, mengajarkan Bahasa Inggris sejak kelas sepuluh. Sekolah ini menyediakan sebuah tempat dimana siswa dapat belajar Bahasa Inggris walaupun di luar kelas yang biasa disebut Self- Access Centre (SAC). Ada beberapa materi, biasa disebut self-access materials, yang disediakan di SAC yang meliputi materi untuk membaca, menulis, berbicara, mendengarkan, tata bahasa, dan kosakata. Para siswa diperbolehkan untuk memilih sendiri materi yang ingin mereka kerjakan dan kemudian mereka nilai sendiri. Tetapi, para siswa beranggapan bahwa materi membaca dan menulis membosankan. Lebih lagi, materi membaca dan menulis dibuat secara terpisah. Padahal, menurut beberapa ahli materi membaca dan menulis seharusnya dibuat dalam satu kesatuan. Untuk itu, ada dua pertanyaan yang diajukan di penelitian ini; yaitu (1) Bagaimana seperangkat materi gabungan membaca dan menulis di Self-Access centre di SMK Negeri 2 Depok untuk siswa kelas sepuluh dirancang?(2) Bagaimana bentuk dari materi gabungan membaca dan menulis di Self-Access Centre di SMK Negeri 2 Depok untuk siswa kelas sepuluh tersebut?

Untuk menjawab pertanyaan pertama, peneliti menggunakan model perancangan dari Kemp yang telah dimodifikasi dan metode R&D. Ada delapan tahap yang diterapkan oleh peneliti; yaitu 1) Melakukan Survey Kebutuhan 2) Perencanaan Tujuan, Topik, dan Tujuan Umum 3) Menentukan Tujuan Pembelajaran 4) Menentukan Isi Materi 5) Memilih kegiatan Mengajar dan Belajar 6) Merancang Materi 7) Melakukan Evaluasi Materi 8) Memperbaiki Produk.

Untuk menjawab pertanyaan kedua, peneliti menyajikan hasil akhir dari materi yang telah dirancang yang menggunakan Task-Based Learning. Di dalam materi terdapat empat unit; yaitu “What do They Look Like?”, “Show Me the Way!”, “This is What I Want to Be”, dan “Attention Please!”. Tiap unit terdapat tiga bagian utama; yaitu Let’s Get Ready! sebagai Kegiatan Pembuka, Challenge Yourself! sebagai Kegiatan Utama dan Let’s Focus sebagai Kegiatan Akhir.

Materi gabungan membaca dan menulis ini diharapkan dapat diterapkan di SAC. Kemudian, materi-materi tersebut dapat meningkatkan kemampuan para siswa dalam belajar bahasa Inggris secara mandiri. Sehingga, para siswa akan menjadi terbiasa belajar bahasa Inggris sendiri.

Kata Kunci: Self- Access Centre, SMK Negeri 2 Depok, integrated reading writing materials, Task-Based Learning