

ABSTRACT

Jatiningsih, Arum. 2008. *Multiple Intelligences Based Integrated Materials for an Extracurricular Activity for the Fifth Grade Students of Kanisius Kalasan Elementary School*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

There are two main reasons why the writer conducted this study. The first reason is in the English extracurricular activity, the fifth grade students of Kanisius Kalasan Elementary School are given monotonous activities which most of the activities only develop students' linguistic intelligence. The second reason is the need of a set of English instructional materials for the extracurricular activity for fifth grade students of Kanisius Kalasan Elementary School that can develop students' multiple intelligences.

There were two problems formulated in this study. They were: 1) How is a set of Multiple Intelligences based integrated materials for an extracurricular activity for the fifth grade students of Kanisius Kalasan Elementary School designed? 2) What does the design a set of Multiple Intelligences based integrated materials for an extracurricular activity for the fifth grade students of Kanisius Kalasan Elementary School look like?

The writer applied Research and Development method in this study. In order to answer the first problem, the writer designed a set of instructional materials by combining Kemp's and Yalden's models. The steps were: 1) conducting needs survey, 2) stating the goals, topics and general purposes, 3) formulating the learning objectives, 4) developing the syllabus, 5) specifying the subject contents, 6) determining the teaching learning activities, resources and intelligences being developed, 7) evaluating the designed materials. To answer the second problem, the writer designed the materials. The designed materials consisted of eight units. Each unit was divided into three main parts, namely: *Start to Think*, *What Should You Do?* and *Do it Again*. *Start to Think* was the pre-activity. *What Should You Do?* was the main activity. *Do it Again* was the post activity. Each unit developed various intelligences. Nevertheless, the distribution of the intelligences that were developed in each unit was different, it depended on the topic. They were 4 up to 7 intelligences that were developed in each unit. Although the distribution of the intelligences was different in each unit, the designed materials had covered eight intelligences.

The preliminary field testing showed that the total mean for the designed materials is 4.06. It meant that the designed materials were good and acceptable.

Keywords: Multiple Intelligences, Integrated Materials, Extracurricular Activity

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Ada dua alasan utama mengapa penulis melakukan penelitian ini. Alasan pertama adalah dalam kegiatan ekstrakurikuler bahasa Inggris, siswa kelas lima SD Kanisius Kalasan diberikan kegiatan yang monoton dimana sebagian besar kegiatannya hanya dapat mengembangkan kecerdasan linguistik. Alasan kedua adalah kebutuhan satu set materi pembelajaran untuk kegiatan ekstrakurikuler bahasa Inggris siswa kelas lima SD Kanisius Kalasan yang dapat mengembangkan kecerdasan majemuk siswa.

Ada dua permasalahan yang diformulasikan dalam studi ini. Permasalahan tersebut yaitu: 1) Bagaimana satu set materi terpadu untuk kegiatan ekstrakurikuler kelas lima SD Kanisius Kalasan yang berdasarkan Kecerdasan Majemuk di desain? 2) Seperti apakah penyajian satu set materi terpadu untuk kegiatan ekstrakurikuler kelas lima SD Kanisius Kalasan yang berdasarkan Kecerdasan Majemuk tersebut?.

Penulis menerapkan metode Riset dan Pengembangan dalam studi ini. Untuk menjawab permasalahan yang pertama, penulis mendesain materi dengan mengkombinasikan model Kemp dan Yalden. Langkah-langkahnya: 1) mengadakan survey kebutuhan siswa, 2) menentukan sasaran, topik, dan tujuan umum 3) merumuskan indikator, 4) mengembangkan silabus, 5) menspesifikkan subjek isi, 6) menentukan aktifitas belajar mengajar, sumber dan kecerdasan yang dikembangkan, 7) evaluasi materi. Untuk menjawab permasalahan yang kedua, penulis mendesain materinya. Materi yang didesain terdiri dari delapan unit. Setiap unit dibagi dalam tiga bagian utama, yaitu *Start to Think*, *What Should You Do?* dan *Do it Again*. *Start to Think* adalah aktifitas pembuka. *What Should You Do?* adalah aktifitas utama. *Do it Again* adalah aktifitas penutup. Setiap unit mengembangkan berbagai macam kecerdasan. Namun demikian, distribusi kecerdasan yang dikembangkan tiap unit berbeda-beda, hal ini tergantung pada topiknya. Ada 4 sampai 7 kecerdasan yang dikembangkan pada tiap unit. Meskipun distribusi kecerdasan berbeda-beda pada setiap unitnya, materi yang didesain telah mencakup delapan kecerdasan.

Evaluasi pra-area menunjukkan bahwa nilai rata-rata total pada materi yang didesain adalah 4,06. Hal ini berarti bahwa materi yang didesain baik dan dapat diterima.

Kata kunci: Kecerdasan Majemuk, Materi Terpadu, Kegiatan Ekstrakurikuler