

ABSTRACT

Putranti, Mirna. 2001. *Designing A Set of Vocabulary Materials to Support Reading Comprehension for the Second Year Students of Accounting Study Program at the Vocational High School*. Yogyakarta: Sanata Dharma University.

Reading is one of the language skills which is given the most emphasis in the teaching of English in Accounting Study Program at the Vocational High School. Unfortunately, the students' reading ability is still low, and one of the reasons is their poor knowledge of vocabulary, especially vocabulary in accounting field which appears in students' reading texts. Moreover, the number of vocabulary exercises in the textbook used is limited. So, the students need to broaden their knowledge of vocabulary because vocabulary mastery is one of the factors that can support the comprehension of reading texts.

This study aimed to design a set of vocabulary materials to support reading comprehension which can be used to supplement vocabulary exercises used in the students' textbook. The set of vocabulary materials was designed for the second year students of Accounting Study Program at the Vocational High School. In this study, the researcher conducted a library study and a survey. The library study was conducted to observe the curriculum of Accounting Study Program and books related to vocabulary and the instructional design model to be applied in designing the vocabulary materials. Meanwhile, the survey was conducted to obtain data from the respondents. The respondents gave their opinions and suggestions to evaluate the designed set of vocabulary materials.

The results of the library study are; first, the instructional design model used in designing the set of vocabulary materials was Kemp's model which had been adapted. The researcher only used seven from eight steps proposed by Kemp. The model was used because of its flexibility and ability to be applied in any educational level. The second, the topics were derived from the themes in the 1994 English Curriculum, and the organization of each unit was: Text, Comprehension Check, Word-Meaning Exercises, Word-Structure Exercises, and Key Vocabulary. The set of vocabulary materials was designed by considering (1) aspects of words, such as form, meaning, and distribution of words, and (2) the process of reading comprehension.

According to the results of the survey, the designed set of vocabulary materials to support reading comprehension is acceptable. It is shown from the respondents' opinions. The central tendency of the lecturers' opinions is between 3.4 and 4.4. Whereas the central tendency of the teachers' opinions is between 3.2 and 4.4.

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Membaca merupakan salah satu ketrampilan bahasa yang paling diberi penekanan dalam pengajaran Bahasa Inggris pada Program Studi Akuntansi di Sekolah Menengah Kejuruan (SMK). Sayangnya, kemampuan membaca para siswa masih rendah, dan salah satu alasannya karena sedikitnya pengetahuan kosakata, terutama kosakata bidang akuntansi yang muncul pada teks-teks bacaan siswa. Lagipula, jumlah latihan-latihan kosakata pada buku teks yang digunakan terbatas. Sehingga para siswa perlu menambah pengetahuan kosakatanya karena penguasaan kosakata merupakan salah satu dari factor-faktor yang dapat menunjang pemahaman teks-teks bacaan.

Studi ini bertujuan untuk mendesain satu set materi kosakata untuk menunjang pemahaman bacaan yang dapat digunakan sebagai suplemen latihan-latihan kosakata yang ada pada buku teks para siswa. Satu set materi kosakata ini didesain untuk siswa kelas dua Program Studi Akuntansi di SMK. Pada studi ini, peneliti menggunakan studi pustaka dan survey. Studi pustaka dilaksanakan untuk mengobservasi kurikulum Program Studi Akuntansi dan buku-buku yang berhubungan dengan kosakata dan model desain instruksional yang akan diterapkan dalam mendesain materi kosakata. Sedangkan survey dilaksanakan untuk mengumpulkan data dari para responden. Para responden memberikan pendapat dan saran untuk mengevaluasi satu set materi kosakata yang didesain.

Hasil-hasil dari studi pustaka adalah; pertama, model desain instruksional yang digunakan untuk mendesain satu set materi kosakata adalah model Kemp yang sudah diadaptasi. Peneliti hanya menggunakan tujuh dari delapan langkah yang diusulkan oleh Kemp. Model ini digunakan karena fleksibilitas dan kemampuannya untuk diterapkan di setiap tingkat pendidikan. Kedua, topik-topik diturunkan dari tema-tema yang terdapat dalam Kurikulum Bahasa Inggris 1994, dan organisasi tiap unit adalah: Text, Comprehension Check, Word-Meaning Exercises, Word-Structure Exercises, dan Key Vocabulary. Satu set materi kosakata tersebut didesain dengan mempertimbangkan (1) aspek-aspek kata seperti bentuk, makna, dan penggunaan kata, dan (2) proses pemahaman bacaan.

Berdasarkan hasil survey, satu set materi kosakata yang didesain dinyatakan dapat diterima. Ini ditunjukkan dari pendapat para responden. Nilai rata-rata dari pendapat para dosen adalah antara 3,4 dan 4,4. Sedangkan nilai rata-rata dari pendapat para guru adalah antara 3,2 dan 4,4.