

ABSTRACT

Caecillia Nanik Suryani. 2002. *Designing a Set of Instructional Materials to Teach English to the Third Grade Students of Tarakanita Citra Raya Elementary School.* Yogyakarta: Sanata Dharma University.

This study was conducted in order to answer two questions, namely (1) How is a set of instructional materials to teach English to the third grade students of *Tarakanita Citra Raya* Elementary School designed? and (2) What will the designed set of instructional materials look like?

In order to answer the first question, the writer conducted a library study. This study was aimed at providing any relevant references which concerned with the topic. They were theories of the principles of learning and teaching, theories of language and theories of language learning, and theories on the instructional material design.

From the various models presented, the writer adopted the models proposed by Kemp and Yalden. The result was a combination of Kemp's and Yalden's model. This model consisted of five stages, namely (1) analyzing the need, (2) formulating objectives, (3) designing the instructional materials, (4) evaluating the instructional design, and (5) revising the instructional materials. This model became the writer's guideline in the process of designing a set of instructional materials to teach English to the third grade students of *Tarakanita Citra Raya* Elementary School.

To answer the second question, a need analysis was conducted. The need analysis was needed in order to help the writer in selecting the suitable materials for the third grade students of *Tarakanita Citra Raya* Elementary School which matched the students' need, the teacher's expectation and the society demand. The data of the need analysis were taken from the interviews with the teacher and the students and also from the results of the questionnaires distributed among the students' parents. The results of the need analysis became the basis for designing the intended materials.

The answer for the second question was the presentation of the designed set of instructional materials. The designed set of instructional materials consisted of ten units. The units were: (1) My Class, (2) My Body, (3) Transportation, (4) Colours, (5) Fruits, (6) How Many, (7) My House, (8) May I...?, (9) What Time is It?, and (10) What time do You...? Each unit was divided into some subunits, namely look and listen, listen and repeat, look and read, and let's practice. There were also some songs and games in some units.

A further survey was also conducted to obtain feedback on the designed set of materials. The feedback was obtained by distributing another questionnaire to some English teachers of elementary school and English lecturers of Sanata Dharma University. The results of this survey became the basis to evaluate, improve and revise the materials. The final version of the designed set of materials then became the answer for the second question.

ABSTRAK

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Studi ini dilaksanakan dengan maksud untuk menjawab dua pertanyaan berikut ini, yakni (1) Bagaimana seperangkat materi untuk mengajar Bahasa Inggris pada siswa kelas tiga SD Tarakanita Citra Raya dirancang? Dan (2) Seperti apakah bentuk materi untuk mengajar Bahasa Inggris pada siswa kelas tiga SD Tarakanita Citra Raya?

Penulis melaksanakan studi kepustakaan untuk menjawab pertanyaan yang pertama. Studi ini dimaksudkan untuk memperoleh referensi-referensi tentang topik yang berhubungan dengan studi ini. Teori yang diperoleh dalam studi ini antara lain teori tentang prinsip-prinsip belajar dan mengajar, teori tentang bahasa dan pembelajaran bahasa, dan teori tentang rancang materi.

Dari berbagai model yang dikemukakan, penulis mengambil model yang dikemukakan oleh Kemp dan Yalden. Hasilnya berupa suatu kombinasi dari kedua model tersebut. Model baru ini berisi lima tahap, yakni (1) menganalisa kebutuhan, (2) merumuskan tujuan, (3) merancang materi, (4) mengevaluasi materi dan (5) merevisi materi. Model ini menjadi pedoman bagi penulis dalam proses perancangan seperangkat materi untuk mengajar Bahasa Inggris pada siswa kelas tiga SD Tarakanita Citra Raya.

Analisa kebutuhan dilakukan untuk menjawab pertanyaan yang kedua. Hal ini diperlukan untuk membantu penulis dalam memilih materi yang sesuai dengan kebutuhan siswa, harapan guru dan permintaan masyarakat. Data diambil dari hasil wawancara dengan murid kelas tiga dan guru SD Tarakanita Citra Raya serta hasil dari kuesioner yang dibagikan kepada para orang tua siswa. Hasil dari analisa kebutuhan menjadi dasar bagi penulis untuk merancang materi yang dimaksudkan.

Presentasi dari seperangkat materi yang telah dirancang merupakan jawaban untuk pertanyaan kedua. Materi yang telah dirancang berisikan sepuluh unit, yakni (1) My Class, (2) My Body, (3) Transportation, (4) Colours, (5) Fruits, (6) How Many, (7) My House, (8) May I ...?, (9) What Time is It?, dan (10) What Time do You...? Setiap unit dibagi dalam beberapa sub unit, yakni *look and listen*, *listen and repeat*, *look and read*, dan *let's practice*. Dalam materi tersebut juga terdapat beberapa lagu dan permainan.

Survei lebih lanjut dilaksanakan untuk memperoleh umpan balik terhadap materi yang dirancang. Umpan balik ini diperoleh dengan cara membagikan kuesioner lain kepada beberapa guru Bahasa Inggris sekolah dasar dan beberapa dosen di Universitas Sanata Dharma. Hasil dari survei ini kemudian menjadi dasar bagi penulis untuk mengevaluasi, mengembangkan serta memperbaiki materi. Hasil akhir dari materi tersebut kemudian menjadi jawaban atas pertanyaan kedua dalam studi ini.