

ABSTRACT

Widya, Cathy. 2003. *Designing a Set of Instructional Materials to Teach English through Comic-strips for the Fourth Grade of Elementary School Students in Yogyakarta.* Yogyakarta: Sanata Dharma University.

This research is aimed to design a set of instructional materials to teach English for the fourth grade of Elementary School students in Yogyakarta. There were two problems in this research. The first problem dealt with how to design a set of instructional materials to teach English for the fourth grade of Elementary School students in Yogyakarta. The second problem was to see what the designed set instructional materials look like. Since this research is a descriptive research, there was no hypothesis for both of the problems.

These English instructional materials were designed using Kemp's model of instructional material design. Nevertheless, not all steps in Kemp's model were applied. The fifth step, pre-test, was eliminated during the process of designing these instructional materials. The elimination was done because it was found that the fourth grade of Elementary School students do not have much background knowledge of English. Therefore, the steps that were done in designing a set of instructional materials to teach English through comic-strips for the fourth grade of Elementary School students in Yogyakarta were as follows: 1) formulating topics and general purposes, 2) identifying students' characteristics, 3) formulating learning objectives, 4) designing subject content, 5) designing teaching-learning activities and resources, 6) designing supporting services, and 7) evaluation.

The media that were used in this research were comic-strips, which are referred to as "a set of drawing telling a short story, often with words showing the speech of the characters in the pictures." Based on the theory of cognitive development, the fourth grade of Elementary School students are in the concrete operational stage in that they hardly understand something abstract. Their system of thinking is still tied to physical reality. The logic is based on concrete situations that can be organized, classified, or manipulated. Since language itself is an abstract thing, those students need realia to catch the meaning of a language.

The instructional materials are designed based on the 1994 English Curriculum for the fourth grade students of Elementary School. The designed instructional materials themselves consist of 10 units and 2 reviews. Each unit consists of three important elements: presentation of vocabulary materials, vocabulary, and exercises. The reviews are given after five units.

This research used review of related literature and survey research to gather the data. This review was done in order to obtain some information and/ or theories that support the research. The survey research was conducted by distributing the questionnaires to ten English teachers in order to gather their opinions and suggestions about the designed materials. The result of the survey research showed that the set of the designed instructional materials were acceptable. It can be seen from their judgement's scores in the questionnaires were above 3.0 on average.

ABSTRAK

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Penelitian ini bertujuan untuk merancang seperangkat materi pengajaran Bahasa Inggris untuk siswa kelas 4 Sekolah Dasar (SD) di Yogyakarta. Ada dua masalah dalam penelitian ini. Masalah yang pertama berhubungan dengan bagaimana cara merancang seperangkat materi pengajaran Bahasa Inggris untuk siswa kelas 4 SD. Masalah yang kedua bertujuan untuk mengetahui seperti apakah hasil dari penyusunan materi pengajaran tersebut. Penelitian ini adalah penelitian deskriptif sehingga tidak ada hipotesa pada kedua masalah tersebut.

Materi pengajaran Bahasa Inggris ini dirancang dengan menggunakan model Kemp. Namun demikian, tidak semua langkah dalam model Kemp diterapkan. Langkah kelima, *pre-test*, dihilangkan selama proses perancangan materi pengajaran. Penghilangan langkah ini dilakukan karena siswa kelas 4 SD belum memiliki cukup latar belakang pengetahuan tentang Bahasa Inggris. Oleh karena itu, langkah-langkah yang dijalankan dalam perancangan materi pengajaran Bahasa Inggris dengan menggunakan *comic-strips* untuk siswa kelas 4 SD di Yogyakarta adalah sebagai berikut: 1) merancang topik dan tujuan instruksional umum, 2) mengidentifikasi sifat-sifat umum siswa, 3) merancang tujuan instruksional khusus, 4) merancang isi pelajaran, 5) merancang kegiatan belajar-mengajar, 6) menetapkan sarana pendukung, dan 7) evaluasi.

Media yang digunakan dalam penelitian ini adalah *comic-strips*. *Comic-strips* adalah serangkaian gambar yang membentuk cerita, yang umumnya disertai percakapan diantara para tokoh. Berdasarkan teori Perkembangan Kognitif, siswa kelas 4 SD termasuk dalam tahap Operasional Konkrit yang mana mereka umumnya mengalami kesulitan dalam memahami sesuatu yang abstrak dan karena bahasa itu sendiri adalah sesuatu yang abstrak, maka para siswa tersebut membutuhkan alat peraga dalam memahami arti suatu bahasa.

Materi pengajaran ini dirancang berdasarkan pada Kurikulum Pengajaran Bahasa Inggris 1994 untuk kelas 4 SD. Materi pengajaran ini terdiri dari 10 unit dan 2 buah review. Setiap unit terdiri dari tiga bagian penting: penyajian materi, kosakata, dan latihan. Review diberikan setiap lima unit sekali.

Penelitian ini menggunakan resensi buku dan survei untuk mengumpulkan data. Resensi buku dilakukan dengan tujuan untuk mendapatkan beberapa informasi dan/ teori yang mendukung penelitian ini. Survei dilakukan dengan cara menyebarkan kuesioner kepada sepuluh orang guru Bahasa Inggris dengan tujuan untuk menetahui pendapat dan saran mereka terhadap materi rancangan. Hasil survei menunjukkan bahwa seperangkat materi pengajaran tersebut dapat diterima oleh para responden. Hal ini dapat dilihat dari nilai penelitian mereka yang secara rata-rata diatas 3.0.