

ABSTRACT

Tyas Sherlina, Marietta. *Designing a Set of English Supplementary Instructional Reading Materials Related to Cultural Issues for the Language Department of Senior High School Students*. Yogyakarta: Sanata Dharma University.

Indonesia has many islands in which many tribes inhabit those islands. Therefore, it is unquestionable that Indonesia has various cultures. The varied cultures may create differences among Indonesians. If each individual does not have willingness to accept those differences and diversities, this nation unity will be ruined. Through this research the writer attempted to design a set of English supplementary instructional reading materials related to cultural issues for the language department of Senior High School students in order to help the youth to be able to acknowledge, understand, and accept the of plurality in this country.

There were two problems identified in this study. 1) How is a set of English supplementary instructional reading materials related to cultural issues for the language department of Senior High School students designed? 2) What will a set of English supplementary instructional reading materials related to cultural issues for the language department of Senior High School students look like?

In order to answer the first question, the writer modified the three instructional design models from Kemp, Yalden, and Banathy. The steps were conducting need analysis, determining goal, topics, and objectives, selecting and developing materials, evaluating the materials, and revising the materials.

To answer the second question, the writer presented the final version of the designed materials after making some revisions and improvements on the results of the designed material evaluation survey. There were eight topics in the designed materials. Each topic covered three sections. The three sections were pre-reading, whilst reading, and post reading. The writer used five points of agreement to asses the respondents' opinion on the designed material. After that, the result of the survey was calculated using measures of central tendency (mean, median, and mode). The result of the evaluation on the designed material showed that the means ranged from 3.6 – 4.2, the medians were 4, and the modes were 4 of the scale of 5. Therefore, it can be concluded that the designed materials were appropriate for the language department of Senior High School students.

The writer expects that this design is able to help the English teachers and the language department of Senior High School students to enlarge their perspective and knowledge. Moreover, it is also expected to improve the students' reading skill.

ABSTRAK

Tyas Sherlina, Marietta. *Satu Set Disain Materi Suplemen Bahasa Inggris untuk Pengajaran Membaca yang Mencakup Isu-isu Budaya bagi Siswa Sekolah Menengah Umum Jurusan Bahasa*. Yogyakarta: Universitas Sanata Dharma.

Indonesia memiliki banyak pulau yang dihuni beraneka ragam suku. Oleh karena itu, kenyataan bahwa bangsa Indonesia mempunyai keanekaragaman budaya tak dapat disangkal. Keanekaragaman budaya itu dapat menciptakan perbedaan dalam kehidupan masyarakat Indonesia. Jika setiap individu tidak bersedia menerima perbedaan serta keberagaman tersebut, persatuan bangsa ini terancam punah. Melalui skripsi ini, penulis berusaha membuat satu set disain materi suplemen Bahasa Inggris untuk pengajaran membaca yang mencakup isu-isu budaya bagi siswa Sekolah Menengah Umum jurusan Bahasa untuk membantu generasi muda mengenal, memahami dan menerima pluralisme di negara ini.

Ada dua pertanyaan yang akan dijawab dalam penelitian ini. 1) Bagaimana menyusun satu set disain materi suplemen Bahasa Inggris untuk pengajaran membaca yang mencakup isu-isu budaya bagi siswa Sekolah Menengah Umum jurusan Bahasa? 2) Akan seperti apa satu set disain materi suplemen Bahasa Inggris untuk pengajaran membaca yang mencakup isu-isu budaya bagi siswa Sekolah Menengah Umum jurusan Bahasa itu?

Untuk menjawab pertanyaan pertama, penulis mengkombinasikan tiga model pengajaran Kemp, Yalden, dan Banathy. Langkah-langkah itu adalah melaksanakan survey kebutuhan siswa, merumuskan tujuan, topik, dan tujuan instruksional, memilih dan mengembangkan materi, mengevaluasi materi dan merevisi materi.

Untuk menjawab pertanyaan kedua, penulis menunjukkan versi akhir dari disain materi setelah melakukan revisi yang dibuat berdasarkan hasil dari survei evaluasi disain materi. Ada delapan topik di dalam disain materi ini. Setiap topik terdiri dari tiga sesi, sesi tersebut adalah pra-membaca, membaca, dan paska membaca. Penulis menggunakan 5 poin persetujuan untuk menilai opini responden terhadap disain materi ini. Setelah itu, hasil dari survei dihitung menggunakan ukuran kecenderungan pusat (nilai rata-rata, nilai tengah, dan nilai yang paling sering muncul). Tingkatan angka tersebut menunjukkan kadar persetujuan mereka. Hasil evaluasi disain materi menunjukkan bahwa nilai rata-rata berkisar antara 3.6 – 4.2, nilai tengah 4, dan nilai yang paling sering muncul 4. dengan skala tertinggi 5. Karena itu dapat disimpulkan bahwa disain materi ini sesuai untuk siswa-siswi Sekolah Menengah Umum jurusan Bahasa.

Penulis berharap disain materi ini dapat membantu para guru Bahasa Inggris dan siswa-siswi Sekolah Menengah Umum jurusan Bahasa untuk memperluas wawasan dan ilmu pengetahuan. Selain itu, disain materi ini diharapkan mampu meningkatkan kemampuan membaca para siswa.