

ABSTRACT

Rahayuningsih, Tri. (2003). *Designing a Set of Supplementary Grammar Materials for the First Grade Students of the Accounting Department of Masehi Vocational High School*. Yogyakarta: English Education Study Programme, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study deals with designing a set of supplementary grammar materials for the first grade students of the Accounting Department of Masehi Vocational High School. This set of materials functions as a supplement to the textbook being used that can be used to promote the students' grammar mastery and ultimately to support the development of four language skills.

There are two problems in this study: how a set of supplementary grammar materials for the first grade students of the Accounting Department of Masehi Vocational High School is designed and what the designed set of materials look like. In order to answer those two problems, the writer reviewed some related literature and conducted a survey study. The answer to the first problem was that the set of supplementary grammar materials could be designed by using Kemp's instructional design model modified with Dick and Carey's design model. The answer to the second problem was the presentation of the whole designed materials. The designed set of supplementary grammar materials consisted of eleven units, in which each unit contained six points namely, conversation, look and say, language focus, language practice, path to your playground, and your playground. This set of supplementary grammar materials was completed with its teacher's manual.

The survey study revealed the opinions of the respondents on the importance of grammar mastery to support four English skills and on the designed set of supplementary grammar materials. The scale used in this study was ranged between 1.0 and 5.0, in which the former meant *strongly agree* and the latter meant *strongly disagree*. The points of agreement on the importance of grammar mastery to support four English skills were between 1.5 and 2.3, which meant that most respondents agreed to the statements. The points of agreement on the designed set of supplementary grammar materials were between 1.5 and 2.1. This gave evidence that almost all respondents agreed with the designed set of supplementary grammar materials. The suggestions of the respondents were also used to revise and improve the designed materials.

ABSTRAK

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Studi ini berhubungan dengan penyusunan materi tata bahasa tambahan untuk siswa kelas satu SMK Masehi jurusan akuntansi. Materi ini berfungsi sebagai pelengkap buku pegangan siswa, yang dapat digunakan untuk meningkatkan penguasaan tata bahasa siswa dan pada akhirnya untuk mendukung pengembangan empat keterampilan berbahasa.

Ada dua permasalahan di penelitian ini: bagaimanakah materi tata bahasa tambahan untuk siswa kelas satu SMK Masehi jurusan akuntansi disusun dan bagaimanakah bentuk susunannya. Dalam rangka menjawab dua permasalahan ini, penulis melakukan studi penelitian. Jawaban untuk permasalahan pertama adalah materi tata bahasa tambahan ini bisa disusun menggunakan rencana pengajaran Kemp yang dimodifikasikan dengan rencana pengajaran Dick dan Carey. Jawaban untuk permasalahan kedua adalah penyajian dari keseluruhan materi yang disusun. Materi tata bahasa tambahan yang disusun terdiri dari sebelas unit, dimana tiap unit terdiri dari enam poin yaitu, *Conversation, Look and Say, Language Focus, Language Practice, Path to Your Playground*, dan *Your Playground*. Materi tata bahasa tambahan ini dilengkapi dengan panduan guru.

Studi penelitian menunjukkan pendapat responden terhadap pentingnya penguasaan tata bahasa untuk mendukung empat keahlian bahasa Inggris dan terhadap materi tata bahasa tambahan yang disusun. Skala yang digunakan dalam studi ini berkisar di antara 1,0 sampai 5,0, yang mana 1,0 berarti *strongly agree* dan 5,0 berarti *strongly disagree*. Nilai persetujuan atas pentingnya penguasaan tata bahasa untuk mendukung empat keterampilan berbahasa Inggris antara 1,5 dan 2,3 yang berarti bahwa sebagian besar responden setuju dengan pernyataan itu. Nilai persetujuan atas materi tata bahasa tambahan yang disusun antara 1,5 dan 2,1. Hal ini memberi bukti bahwa hampir semua responden setuju dengan materi tata bahasa tambahan yang disusun. Saran-saran dari para responden juga digunakan untuk memperbaiki dan mengembangkan materi yang disusun.