

ABSTRACT

Siregar, Key Norancelya. 2003. *Designing a Set of Communicative Integrated Materials for the Sixth Grade of an Elementary School in the First Semester*. Yogyakarta: Sanata Dharma University.

This study focuses on designing a set of communicative integrated materials for the sixth grade of elementary school in the first semester. The designed set of materials was developed in accordance with the revision of the 1994 English curriculum for an elementary school and needs survey which was conducted in order to find the students' needs and characteristics.

In this study, the writer presented two research questions to be answered. The questions were worded as: 1) how is a set of communicative integrated materials for the first semester of sixth grade of the Elementary School designed? 2) What will the designed set of materials look like?

To answer the first question, the writer conducted the library research. The result of the library research as the main answer of the first question in the problem formulation was in the form of important steps of instructional design model. The steps of the instructional design were adapted from Yalden's, Gagne & Briggs', and Dick & Carey's models. The steps consisted of 1) conducting needs survey, 2) assessing students' characteristics, 3) determining goals, 4) writing objectives, 5) determining topics, 6) planning lesson, 7) improving materials based on feedback.

To answer the second question of the study, the writer made eight lesson units in the designed materials. The eight lesson units were designed after conducting needs survey and determining the goals. The topic in each unit involved the four basic skills and two elements of language. Each unit contained some activities to be practiced by the students. The activities were vocabulary activity, reading activity, listening activity, speaking activity, grammar activity, and the last writing activity. For the speaking activity, the designer determined the language function which is still related with the topic.

In order to revise the designed materials, the writer used descriptive survey. The instrument of this method was the questionnaire. The respondents chosen were ten persons including six teachers and four lecturers.

Based on the result of the evaluation and the respondents' suggestions, the designed set of materials was revised. There were two types of questions included in the evaluation question namely closed-form question and open-form question. The first data gathered from the closed-form question was in the form of points of agreement which were computed using the descriptive statistics (central tendency).

The statistical data showed that the mean score ranged from 3.6 to 4.4 of 5. It indicated that most of the respondents agreed that the designed materials had been generally well designed. The second data gathered from the open form questions were in the form of the respondent suggestions. The suggestions from the respondents on the designed materials were recommended to revise the designed materials for the final version.

ABSTRAK

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Penelitian ini memfokuskan pada perancangan satu set materi yang komunikatif terintegrasi untuk siswa kelas enam Sekolah Dasar pada semester satu. Rancangan materi dikembangkan menurut kurikulum 1994 yang disempurnakan untuk Sekolah Dasar dan survei kebutuhan siswa yang dilaksanakan dengan tujuan untuk mendapatkan kebutuhan siswa dan karakteristiknya.

Penulis menampilkan dua pertanyaan permasalahan untuk dijawab pada penelitian ini. Pertanyaan-pertanyaan permasalahan adalah 1) bagaimana satu set materi komunikatif terintegrasi untuk kelas enam Sekolah Dasar pada semester satu dirancang? 2) seperti apakah bentuk rancangan materi?

Untuk menjawab pertanyaan pertama, penulis melakukan studi pustaka. Hasil studi pustaka sebagai jawaban utama untuk pertanyaan pertama dalam formulasi permasalahan adalah format Langkah-langkah penting model intruksi rancangan. Langkah-langkah instruksi rancangan disadur dari model Yalden, Gagne & Briggs, dan Dick & Carey. Langkah-langkah mencakup 1)melaksanakan survei kebutuhan, 2)menilai karakteristik siswa, 3)menentukan tujuan, 4)menulis objektifitas-objektifitas yang hendak dicapai, 5)menentukan topik, 6)merencanakan pelajaran, 7)memperbaiki materi berdasarkan timbal balik hasil kuesioner.

Untuk menjawab pertanyaan kedua, penulis membuat delapan unit pelajaran dalam rancangan materi. Delapan unit pelajaran ini dirancang setelah melaksanakan survei kebutuhan dan menentukan tujuan. Topik dalam unit meliputi empat keahlian dasar dan dua elemen bahasa. Tiap unit berisi beberapa aktivitas untuk dilaksanakan para siswa. Aktivitas-aktivitas meliputi aktivitas kosakata, membaca, mendengar, berbicara, struktur bahasa, dan menulis. Untuk aktivitas berbicara, perancang menentukan fungsi bahasa yang masih berkaitan dengan topik.

Penulis melakukan metode survei deskriptif dengan tujuan untuk merevisi rancangan materi. Instrumen metode ini adalah kuesioner. Para responden yang terpilih ada sepuluh orang dengan enam orang guru dan empat orang dosen.

Berdasarkan hasil evaluasi dan saran-saran para responden maka rancangan satu set materi diperbaiki. Ada dua tipe pertanyaan dimasukkan dalam evaluasi. Data pertama dikumpulkan dari tipe pertanyaan tertutup adalah dalam bentuk nilai persetujuan yang dikalkulasi menggunakan statistik deskriptif (central tendency). Data statistik menunjukkan bahwa skor *mean* berkisar antara 3,6 sampai 4,4 dari poin

5. Hal ini mengindikasikan bahwa kebanyakan responden setuju pada rancangan materi secara umum telah dengan dirancang baik. Data kedua yang dikumpulkan dari tipe pertanyaan terbuka adalah dalam bentuk-bentuk saran para responden. Saran-saran dari para responden atas rancangan materi digunakan untuk merevisi rancangan materi untuk mendapatkan versi akhir.