

ABSTRACT

Sunaryo, Purnamawati 2003. *Designing a set of Instructional Reading Materials for the First Semester of the First Grade Students of Senior High School*: Sanata Dharma University

Reading is one of the four skills needed in learning English. The 1994 English Curriculum for senior high school states that the teaching of English emphasizes on reading. It is intended that later the students have good reading abilities. When they enter universities, they will read many books written in English. Besides, many information sources are written in English. This study was intended to design a set of instructional reading materials for the first semester of the first grade students of senior high school which was aimed to help students to develop their reading abilities especially reading comprehension.

This study had two questions, namely: 1) How is a set of instructional reading materials for the first semester of the first grade students of senior high school designed? and 2) What does the designed set of instructional reading materials look like?

In order to answer those questions, this study conducted two studies; library study and survey study. The library study was meant to answer the first question. There were five steps adapted from Yalden's, Kemp's and Banathy's instructional model. They were 1) conducting needs analysis, 2) formulating the goal, topics and objectives 3) selecting and designing the materials, 4) evaluation and 5) revising.

There were two surveys conducted in this study. The first survey was the needs analysis. It was conducted by interviewing some senior high school English teachers and senior high school students grade one. From the survey, it was found that the students needed interesting and understandable texts, various exercises, short exercises. Those are important considerations to design the materials.

The second survey was conducted to obtain data to evaluate the materials. It was conducted by distributing questionnaires to the respondents. The respondents were asked their opinions on the designed set of materials. The respondents were senior high school English teachers and English lecturers. From this survey, it was found that the means or average points of agreement were 3.2 to 4.2. It meant that most of the respondents agreed that the designed set of materials was appropriate as the teaching instructional materials.

The second question in this study was answered by presenting the designed set of materials. The designed set of materials was designed based on the objectives stated in the 1994 English Curriculum for senior high school. The designed set of materials consisted of eight units. The topic in each unit was different. Each unit consisted of three reading phases, namely: pre-reading, whilst-reading, and post-reading. The pre-reading presented triggering exercises. The whilst-reading covered

three to four objectives which were developed in the exercises. Each exercise had its own objective. The post-reading presented vocabulary building.

Based on the conclusion, there were two suggestions presented. First, it is recommended that the teachers' creativity was needed to improve reading skills for their students. Besides, the teachers may choose the most appropriate materials for their students. Furthermore, it was suggested that teachers considered the difficulties and appropriateness of these materials before applying them to their students. Second, further studies on this field were recommended

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Membaca adalah salah satu dari empat keahlian yang diperlukan dalam belajar bahasa Inggris. Kurikulum Bahasa Inggris 1994 untuk sekolah menengah umum menyebutkan bahwa pengajaran Bahasa Inggris menekankan pada keahlian membaca. Hal ini dimaksudkan bahwa nantinya siswa memiliki kemampuan membaca yang baik. Di perguruan tinggi, mereka akan membaca banyak referensi yang ditulis dalam Bahasa Inggris. Selain itu banyak sumber informasi yang disajikan dalam Bahasa Inggris. Studi ini bertujuan untuk menyusun materi pembelajaran membaca bagi siswa sekolah menengah umum kelas I pada semester pertama. Materi ini bertujuan untuk membantu siswa dalam mengembangkan kemampuan membaca terutama dalam pemahaman bacaan.

Studi ini mengemukakan dua masalah, yaitu: 1) Bagaimana sekumpulan materi pembelajaran membaca bagi siswa sekolah menengah umum kelas I pada semester pertama didesain? dan 2) Seperti apa kumpulan materi itu?

Untuk menjawab masalah-masalah tersebut studi ini melaksanakan kajian pustaka dan penelitian survei. Kajian pustaka bertujuan untuk menjawab pertanyaan pertama. Ada 5 langkah yang di ambil dari model desain pengajaran Yalden, Kemp dan Banathy. Langkah-langkah tersebut adalah 1) melaksanakan survei kebutuhan, 2) merumuskan tujuan umum, topik dan tujuan-tujuan khusus, 3) menyeleksi dan mendesain materi, 4) mengevaluasi materi, dan 5) merevisi materi.

Studi ini melaksanakan dua penelitian survei. Survei yang pertama yaitu untuk menganalisa kebutuhan. Survei ini dilaksanakan dengan mewawancarai beberapa guru Bahasa Inggris sekolah menengah umum and beberapa siswa sekolah menengah umum kelas I. Dari survei ini diketahui bahwa siswa memerlukan bacaan yang menarik dan mudah dipahami, latihan-latihan bacaan yang bervariasi, dan latihan-latihan yang singkat. Hal-hal tersebut penting sebagai pertimbangan untuk menyusun materi.

Survei kedua dimaksudkan untuk memperoleh data dalam evaluasi materi. Survei ini dilaksanakan dengan membagikan kuisioner pada para responden. Para perponden tersebut dimintai pendapatnya mengenai materi yang sudah di susun. Responden survei ini meliputi guru Bahasa Inggris sekolah menengah umum dan dosen Bahasa Inggris. Dari opini mereka dapat disimpulkan bahwa sebagian besar responden setuju bahwa kumpulan materi ini telah memenuhi persyaratan sebagai materi pengajaran.

Pertanyaan kedua dalam studi ini dijawab dengan menyajikan sekumpulan materi yang sudah disusun. Materi ini disusun berdasarkan tujuan-tujuan

instruksional dalam kurikulum Bahasa Inggris 1994. Materi ini terdiri dari 8 unit dengan topik yang berbeda dalam setiap unit. Setiap unit terdiri dari tiga bagian yaitu: *pre-reading*, *whilst-reading*, dan *post-reading*. Bagian *pre-reading* menyajikan latihan untuk persiapan. Bagian *whilst-reading* mencakup tiga sampai empat tujuan instruksional yang dikembangkan dalam latihan-latihan. Setiap latihan memiliki satu tujuan instruksional. Bagian *post-reading* menyajikan latihan untuk meningkatkan kosakata.

Berdasarkan kesimpulan ada dua saran yang diberikan. Pertama yaitu kreativitas guru diperlukan dalam meningkatkan kemampuan membaca siswa. Selain itu guru dapat memilih materi yang paling sesuai dengan siswanya. Selanjutnya disarankan bahwa guru perlu mempertimbangkan tingkat kesulitan dan kesesuaian materi sebelum menggunakannya. Saran kedua yaitu studi kelanjutan dalam bidang ini sangat dianjurkan.