

ABSTRACT

Wijayatri, Lucia Yeni. 2004. *Designing a Set of Supplementary Grammar Materials Using Competency Based Curriculum for the Second Grade Students of Magelang Tarakanita Senior High School*. Yogyakarta: Sanata Dharma University.

Since Competency Based Curriculum (CBC) is applied, the students are demanded to master basic competence which leads to the development of four language skills and communicative competence. In addition, grammar has important role as supportive element of the communicative competence.

Unfortunately, the students of Magelang Tarakanita Senior High School, especially the second grade students, did not possess good grammar basis. It made the students awkward to practice their skills, especially in speaking and writing. As a result, their communicative competence did not develop well.

The students needed supplementary materials which enabled them to develop communicative competence and to put grammar foundation at the same time. Therefore, there were two problems formulated: first, how a set of supplementary grammar materials using CBC was designed, second, what a set of supplementary grammar materials using CBC looked like.

To answer the first problem, nine steps of designing were carried out. They were: (1) Needs Survey, (2) Stating Learning Goal, Topics, Basic Competence, and Learning Outcomes, (3) Specifying Learning Outcomes into Indicators, (4) Selecting Syllabus Type, (5) Listing Subject Contents, (6) Developing Lesson Plan, (7) Developing Materials, (8) Evaluating the Materials, and (9) Revising the Materials.

To answer the second problem, a set of supplementary grammar materials was designed. The materials contained eight units. Each unit was divided into three parts: Refresh Your Mind, Focus Your Mind, and Practice Your Skills. The time allocation was 90 minutes for each unit.

The final version of the designed materials was obtained after it was evaluated and revised. The evaluation was conducted by distributing questionnaires through which two kinds of data were obtained. The first data were from the closed-questions which were computed using descriptive statistics, in this case measurement of central tendency to find out mean, median, and mode. The second data were from the open-ended questions through which the respondents explained their opinions and suggestions related to the designed materials.

Based on the results of the data analysis, the designed materials were good and acceptable. The mean scores were in range between 3.71 up to 4.28. The median scores were 4 and so were the mode scores. This meant that the respondents agreed to what were designed. However, the designed materials still needed revision such as improving the layout, adding some pictures, and avoiding language mistakes.

Finally, it is expected that this set of designed materials is applicable for the second grade students in general. Moreover, it encourages English teachers and other researchers to arrange better materials which enable the students to develop their communicative competence and grammatical competence.

ABSTRAK

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Sehubungan dengan diterapkannya Kurikulum Berbasis Kompetensi (KBK), siswa dituntut mampu menguasai dasar atau standard kompetensi tertentu yang mengacu pada pengembangan empat keterampilan berbahasa (menyimak, berbicara, membaca, dan menulis) serta mengarah pada pencapaian kompetensi komunikatif. Dalam hal ini grammar merupakan elemen penting yang mendukung kompetensi komunikatif.

Kenyataannya, siswa SMU khususnya siswa kelas dua SMU Tarakanita Magelang belum memiliki dasar grammar bahasa Inggris yang baik. Hal ini yang membuat siswa enggan untuk berbicara dan menulis dalam bahasa Inggris. Akibatnya, kompetensi komunikatif siswa tidak berkembang.

Siswa memerlukan materi tambahan yang memungkinkan untuk mengembangkan kompetensi komunikatif sekaligus belajar grammar. Maka dari itu, dua masalah dirumuskan, yaitu: bagaimana sebuah materi tambahan untuk belajar grammar berdasarkan KBK dikembangkan, dan bagaimana bentuk dari materi itu sendiri.

Guna menjawab pertanyaan pertama, sembilan langkah telah diambil, antara lain: (1) survei kebutuhan siswa, (2) merumuskan tujuan belajar, topik, kompetensi dasar dan hasil belajar untuk setiap topik, (3) merumuskan indikator belajar, (4) memilih silabus, (5) merumuskan isi materi, (6) merumuskan satuan pengajaran, (7) mengembangkan materi, (8) mengevaluasi materi, dan (9) merevisi materi.

Guna menjawab pertanyaan kedua, sebuah materi tambahan telah disusun. Materi tersebut terdiri dari 8 unit dimana setiap unit dibagi menjadi 3 bagian, yaitu: Refresh Your Mind, Focus Your Mind, dan Practice Your Skill. Alokasi waktu untuk setiap unit adalah 90 menit.

Materi ini sebelumnya telah dievaluasi dan direvisi. Evaluasi dilakukan dengan membagi kuesioner ke beberapa responden. Berdasarkan hasil analisis data responden, dapat diambil kesimpulan bahwa pada dasarnya materi yang telah disusun dapat diterima dan bagus. Hal ini dapat dilihat dari nilai rata-rata yang berkisar antara 3,71 sampai dengan 4,28, dan nilai median serta modus yang menunjukkan angka 4. Ini berarti setiap responden pada umumnya setuju pada apa yang telah disusun. Namun, materi tersebut tetap melalui tahap revisi yang menyangkut peningkatan tampilan materi dan perbaiki bahasa agar tidak ada kesalahan bahasa.

Akhirnya, materi yang telah disusun diharapkan bisa diterapkan, dan mendorong guru serta semua yang bergerak di bidang pendidikan untuk dapat menyusun materi lain yang lebih baik dimana dapat membantu siswa untuk mengembangkan kompetensi komunikatif mereka.