

ABSTRACT

Vindyawati, Rosalia. (2015). *A Set of Computer Game-Based Instructional Materials to Teach Vocabulary to Second Grade Students of SD Kanisius Sengkan*. Yogyakarta: Universitas Sanata Dharma.

Realizing the fact that English vocabulary is very needed as a basic knowledge in the real communication, people are demanded to know English well. Indonesian children in their very young age learn English as the modal to be communicative in the future life. However, along with the era development, technology has developed as well. Children are in the gadget era. They like playing games on their gadget. Besides, the need to learn new thing are increasing especially English. To connect those two problems, the students need to be facilitated by fun and enjoyable English learning activities. Students will learn English by playing game in their gadget.

There was only one problem formulation in this research. It was ‘what does the design of a set of a computer game-based instructional material to teach vocabulary for the second grade students of elementary school in SD Kanisius Sengkan look like?’. It produced an educational product in a form of a game.

To help the researcher solved the problem, the researcher adapted the nine steps of Instructional designing model from Research and Development (R&D) method of Kemp (2011). The steps were (1) stating the instructional problems, (2) stating the learner characteristics, (3) stating the task analysis, (4) stating the instructional objectives, (5) stating the content sequencing, (6) making instructional strategies, (7) designing the message, (8) developing the instruction, and (9) evaluating.

The designed game was made using Macromedia Flash Software and adapted from Rainbow 2a, (Kristiyani, Emilya, Sinaga, & Maharani, 2014). The game was named “Magic English”. The provided materials in the designed game consisted of eight topics. The topics of the materials in the game were arranged based on the Standard Competence and Basic Competence of SD Kanisius Sengkan. Each topic was divided into four sections in two different menuS. Those were Tutorial menu which contained of ‘What is it?’ which was used to recognize the pictures, ‘Listen and Repeat!’ which was used to listen to the vocabulary, and ‘Let’s Practice!’ to practice speaking through the pictures; while in the Game menu, it consisted of ‘Let’s Have Fun!’ which was used for the students to learn independently by playing computer game. Those sections contain the identification of the pictures, pictures with vocabulary and listening section, questions, and exercises through the games. This order of the game has been arranged to make the students easier in acquiring new vocabulary.

Key words: computer game, instructional materials, vocabulary

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Menyadari fakta bahwa kosakata bahasa Inggris sangat dibutuhkan sebagai pengetahuan dasar dalam komunikasi secara nyata, orang-orang dituntut untuk memahami bahasa Inggris dengan baik. Anak-anak Indonesia di usia mudanya diajarkan bahasa Inggris sebagai modal agar menjadi komunikatif di masa depan. Seiring dengan perkembangan zaman, teknologi juga berkembang dengan sangat pesat. Anak-anak ada dalam zaman 'gadget'. Mereka suka bermain menggunakan gadget mereka. Padahal, disisi lain kebutuhan untuk mempelajari pengetahuan baru juga sedang meningkat khususnya bahasa Inggris. Untuk menghubungkan kedua masalah tersebut, para siswa perlu belajar bahasa Inggris dengan sesuatu atau media yang mereka sukai untuk membuat mereka nyaman dan senang belajar. Para siswa akan belajar bahasa Inggris dengan bermain permainan di gadget mereka.

Terdapat satu rumusan masalah dalam penelitian ini, yaitu 'seperti apa rancangan susunan permainan komputer berbasis instruksi materi untuk mengajarkan kosa kata bagi siswa kelas dua SD Kanisius Sengkan? Peneliti memproduksi sebuah produk dalam bentuk permainan berbasis komputer.

Untuk membantu peneliti mengatasi permasalahan tersebut, peneliti menggunakan langkah-langkah yang terdapat dalam teori R&D oleh Jerrold E. Kemp (2011), yaitu (1) menentukan tujuan masalah, (2) memahami karakteristik pelajar, (3) menentukan analisa, (4) menentukan tujuan instruksi, (5) menentukan pemisahan isi, (6) menyusun strategi pembelajaran, (7) mendesain pembelajaran, (8) mengembangkan, dan (9) mengevaluasi.

Desain game ini dibuat menggunakan Macromedia Flash Software dan diadaptasi dari buku Rainbow 2 (Kristiyani, Emilya, Sinaga, & Maharani, 2014). Permainan ini dinamai "Magic English". Materi yang tersedia di dalam desain permainan ini terdiri dari delapan topik. Topik tersebut disusun berdasarkan adaptasi buku Rainbow 2 dan Kurikulum SD Kanisius Sengkan. Setiap topik dibagi dalam empat bagian yang dipisahkan dalam dua menu yang berbeda, yaitu: menu Tutorial yang terdiri dari 'What is it?' untuk mengenal gambar-gambar, 'Listen and Repeat!' untuk sesi mendengarkan kosakata, dan 'Let's Practice!' untuk praktik berbicara melalui kosakata tersebut; sedangkan dalam menu Game terdiri dari 'Let's Have Fun!' untuk belajar secara mandiri dengan bermain di komputer. Pembagian tersebut berisi identifikasi dari gambar, gambar dan kosakata, rekaman pelafalan, pertanyaan dan latihan yang tersedia dalam permainan.

Kata kunci: computer game, instructional materials, vocabulary