ABSTRACT

Damayanti, MM. Yunita Anugrah (2015). *Reading Materials Using Content-Based Instruction for the 10th Grade of Information Technology Students in SMK Negeri 1 Nanggulan*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Reading skill plays an important role for Information Technology students who always meet some instructions in the computer which are written in English. In fact, the book used in *SMK Negeri 1 Nanggulan* does not support the teaching process. Therefore, this research was conducted to solve the problem by implementing Content-Based Instruction (CBI) to design a set of reading materials. The use of CBI can fulfill students' need. The students can acquire the content of what they are learning rather than the language.

Two problems were formulated to conduct this research. They were: (1) How is a set of reading materials using Content-Based Instruction for the 10th grade of Information Technology students in *SMK Negeri 1 Nanggulan* designed? (2) What does a set of reading materials using Content-Based Instruction for the 10th grade of Information Technology students in *SMK Negeri 1 Nanggulan* look like?

To answer the first question, the researcher employed five steps of Educational Research and Development (R&D) from Borg and Gall (1983). The steps were: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. In designing the materials, the researcher adapted an instructional design model from Kemp (2011). The steps were instructional problems, learner and context, task analysis, instructional objectives, content sequencing, instructional strategies, designing the message, development of the instruction, evaluation instruments, and revising the designed materials as an additional step.

The second question was answered by presenting the result of the revision. It was presented in Appendix H. The researcher presented the designed materials which consisted of four units namely 'Parts of Computer', 'Repairing Your Computer', 'The History of Internet', and 'Computer Network'. Each unit of the designed materials consisted of six parts. They were: *Let's Ask, Before You Read, Let's Read, After You Read, Grammar Corner, and Let's Evaluate.*

In evaluating the designed materials, the researcher distributed the post-designed questionnaire to three evaluators. The result showed that the mean was ranged from 3.7 to 4.7 on the scale 5 which meant that the designed materials were good and acceptable to be applied for teaching reading in *SMK Negeri 1 Nanggulan* especially for the 10th grade of Information Technology students using Content-Based Instruction. The researcher expected that the designed materials will be useful for the students, the English teacher, and further researchers to conduct other researches related to the topic.

Keywords: Reading Materials, Content-Based Instruction, Information Technology Students of *SMK Negeri 1 Nanggulan*

ABSTRAK

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Kemampuan membaca sangatlah penting untuk siswa Teknik Komputer dan Jaringan (TKJ) yang selalu menemukan instruksi yang terdapat pada komputer ditulis dalam Bahasa Inggris. Kenyataannya, buku yang digunakan di SMK Negeri 1 Nanggulan tidak menunjang proses pembelajaran. Oleh karena itu, penelitian ini dilakukan dengan mengimplementasikan Content-Based Instruction (CBI) *untuk mendesain materi pembelajaran membaca Bahasa Inggris. Melalui* CBI *kebutuhan siswa akan terpenuhi. Mereka dapat memperoleh pengetahuan melalui pembelajaran bahasa.*

Penelitian ini bertujuan untuk menjawab dua pertanyaan: (1) Bagaimana seperangkat materi pembelajaran membaca Bahasa Inggris dengan Content-Based Instruction *untuk kelas X TKJ di SMK Negeri 1 Nanggulan dibuat? dan (2) Bagaimana penyajian seperangkat materi pembelajaran membaca Bahasa Inggris dengan* Content-Based Instruction *untuk kelas X TKJ di SMK Negeri 1 Nanggulan?*

Untuk menjawab pertanyaan pertama, peneliti menggunakan lima langkah penelitian dari R&D *model yang dikembangkan oleh Borg dan Gall (1983). Kelima langkah tersebut adalah:* (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing *dan* (5) Main Product Revision. *Peneliti mengadaptasi desain pembelajaran dari Kemp (2011). Langkah-langkahnya adalah* instructional problems, learner and context, task analysis, instructional objectives, content sequencing, instructional strategies, designing the message, development of the instruction, evaluation instruments, *dan* revising the designed materials.

Pertanyaan kedua dijawab dengan menyajikan hasil perbaikan materi pembelajaran yang dimuat dalam lampiran H. Peneliti menyajikan materi pembelajaran yang terdiri dari empat unit bernama 'Parts of Computer', 'Repairing Your Computer', 'The History of Internet', *dan* 'Computer Network'. *Setiap unit terdiri dari enam bagian yang disebut* Let's Ask, Before You Read, Let's Read, After You Read, Grammar Corner, *dan* Let's Evaluate.

Untuk mengevaluasi desain materi, peneliti membagikan kuesioner penilaian pada tiga responden. Hasil penilaian menunjukkan bahwa nilai tengah berkisar antara 3.7 sampai 4.7 pada skala 5 sehingga dapat disimpulkan bahwa materi pembelajaran ini bagus dan cocok untuk diterapkan dalam pembelajaran membaca di SMK Negeri 1 Nanggulan khususnya untuk siswa kelas X TKJ. Peneliti berharap materi pembelajaran ini dapat berguna bagi siswa, guru Bahasa Inggris, dan peneliti lain yang ingin meneliti lebih lanjut tentang topik ini.

Kata Kunci: Reading Materials, Content-Based Instruction, Information Technology Students of *SMK Negeri 1 Nanggulan*