

ABSTRACT

Sari, Triana. 2013. *A Set of Integrated English Instructional Materials Based on Cooperative Learning Approach for the Eighth Grade Students of SMP BOPKRI II Yogyakarta*. Yogyakarta: Sanata Dharma University.

Learning English required students to develop four English skills. They were listening, speaking, reading, and writing. The insufficiency of various English learning materials influenced the students' achievement in SMP BOPKRI II Yogyakarta. To develop the students' achievement in learning English, Cooperative Learning approach offered various teaching learning activities. Therefore, this research was intended to present a set of Integrated English Instructional Materials Based on Cooperative Learning approach for the eighth grade students of *SMP BOPKRI II Yogyakarta*.

This research was aimed to solve these two research problems: (a) How is a set of integrated instructional English materials based on Cooperative Learning approach for the eighth grade of SMP BOPKRI II designed?, and (b) What does the designed material look like?

To answer the first question, the researcher implemented the cycle of Research and Development as stated by Borg and Gall (1986) and adapted Kemp's instructional model (1977). There were five steps in designing the materials. The first step was data and information collection. The researcher conducted interview and distributed questionnaires. The second step was planning. Goals, general purposes, and topics were stated, learning objectives were specified, and subject contents were listed. Besides, teaching learning activities and materials were selected. The third step was developing preliminary form of product. In this step, the researcher designed the materials based on the results of the needs survey and in accordance with the planning. The fourth step was preliminary field testing. The designed materials were evaluated by the English teacher of *SMP BOPKRI II Yogyakarta* and three other English teachers. Comments, feedback, and suggestions on the designed materials were obtained through post-design questionnaires. The last step was main product revision. The researcher revised and improved the design based on the evaluation from the respondents.

The second research problem was answered by presenting the final version of the designed materials. The materials consisted of four units. They were "*Let's Save the Animals*", "*Let's Go to the Match!*", "*Let's Imagine*", and "*Let's Do It!*". Each unit consisted of three parts, pre-activity: (a) *Let's Get Started*, main activity: (a) *Let's Listen and Speak!*, (b) *Let's Read and Write!*, and (c) *Let's Have Some Fun!*, and the last part was post-activity: (a) *Reflection and Review*. Based on the results of preliminary field testing, the data presentation showed the average point of the degree of agreement for the material design was from 3 up to 3,75 out of scale range 1 up to 4. It indicated that the designed materials were appropriate for the eighth grade students of junior high school and acceptable to be implemented in *SMP BOPKRI II Yogyakarta*.

Keyword: cooperative learning, integrated materials, material design.

ABSTRAK

Sari, Triana. 2013. *A Set of Integrated English Instructional Materials Based on Cooperative Learning Approach for the Eighth Grade Students of SMP BOPKRI II Yogyakarta*. Yogyakarta: Universitas Sanata Dharma.

Belajar Bahasa Inggris menuntut siswa untuk mengembangkan empat kemampuan dalam Bahasa Inggris. Empat kemampuan tersebut adalah mendengarkan, berbicara, membaca, dan menulis. Ketidacukupan bahan pembelajaran Bahasa Inggris di SMP BOPKRI II Yogyakarta mempengaruhi prestasi siswa. Untuk mengembangkan prestasi siswa dalam belajar bahasa Inggris, pendekatan pembelajaran kooperatif menawarkan berbagai kegiatan belajar mengajar. Oleh karena itu, penelitian ini dimaksudkan untuk menyajikan seperangkat materi Bahasa Inggris terpadu berdasarkan pendekatan pembelajaran kooperatif untuk siswa kelas VIII SMP BOPKRI II Yogyakarta.

Penelitian ini bertujuan untuk memecahkan dua rumusan masalah: (a) Bagaimana seperangkat materi Bahasa Inggris terpadu berdasarkan pendekatan pembelajaran kooperatif untuk siswa kelas VIII SMP BOPKRI II Yogyakarta dirancang?, dan (b) Seperti apa penyajian materi tersebut?

Untuk menjawab rumusan masalah yang pertama, peneliti menerapkan siklus Penelitian dan Pengembangan seperti yang dinyatakan oleh Borg dan Gall (1986) dan menggunakan model pembelajaran Kemp (1977). Terdapat lima langkah dalam merancang materi. Langkah pertama adalah pengumpulan data dan informasi. Peneliti melakukan wawancara dan menyebarkan kuesioner untuk memperoleh data. Langkah kedua adalah perencanaan. Tujuan umum, topic, dan tujuan khusus pembelajaran ditetapkan. Selain itu, aktifitas and materi pembelajaran juga dipilih. Langkah ketiga adalah pengembangan bentuk awal produk. Dalam langkah ini, peneliti merancang materi berdasarkan hasil survei kebutuhan dan sesuai dengan tahap dalam perencanaan. langkah keempat adalah uji lapangan awal. Rancangan materi dievaluasi oleh guru Bahasa Inggris SMP BOPKRI II Yogyakarta dan tiga guru Bahasa Inggris lainnya. Komentar, kritik, dan saran pada rancangan materi diperoleh melalui kuesioner pasca-desain. Langkah terakhir adalah revisi produk utama. Peneliti merevisi dan memperbaiki rancangan materi berdasarkan evaluasi dari responden.

Rumusan masalah yang kedua dijawab dengan menyajikan hasil akhir dari perancangan materi yang terdiri dari empat unit. Keempat unit tersebut adalah "*Let's Save the Animals*", "*Let's Go to the Match!*", "*Let's Imagine*", and "*Let's Do It!*". Setiap unit terdiri dari tiga bagian, yakni pra-kegiatan: (a) *Let's Get Started*, kegiatan utama: : (a) *Let's Listen and Speak!*, (b) *Let's Read and Write!*, and (c) *Let's Have Some Fun!*, dan pasca-kegiatan: (a) *Reflection and Review*. Berdasarkan hasil uji lapangan awal, data presentasi menunjukkan hasil rata-rata terhadap rancangan materi adalah dari 3 sampai dengan 3,75 dari rentang skala 1 sampai 4. Hal ini menunjukkan bahwa materi yang dirancang telah sesuai untuk siswa kelas VIII SMP dan dapat diterima untuk diterapkan di SMP BOPKRI II Yogyakarta.

Kata Kunci: *cooperative learning, integrated materials, material design.*