

ABSTRACT

Ardianti, Laurentia Mawar Buana Ika. 2010. *A Set of English Speaking Instructional Materials for Mathematics Teachers of the Seventh Grade of Junior High School Studying at the Bilingual Preparation Program of Wisma Bahasa Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

In R-SBI schools (*Rintisan Sekolah Bertaraf Internasional*, or Pioneer of Internationally Leveled School), English is used as the language of instruction in mathematics and science classes. That is why mathematics and science teachers take an English course taught by English teachers from their own schools or English Institutions. *Wisma Bahasa English Division* is one of English institutions in Yogyakarta which offers bilingual class preparation program for Mathematics and Science teachers. However, it has not had a material which is designed for each subject yet. Whereas in fact, there is a high demand from schools to learn more about specific subjects. Therefore, the writer intends to develop a set of designed materials which enables teachers who are prepared to teach mathematics in the seventh grade of junior high school to master English skills.

There were two problems discussed in this study. The first problem was how to design a set of English speaking instructional materials for mathematics teachers of the seventh grade of junior high school studying at the bilingual preparation program of *Wisma Bahasa Yogyakarta*. The second problem concerns the presentation of the designed set of materials.

The writer adapted the small-cycle of Educational Research and Development (R & D) method as the methodology used in this study. The cycles are: 1) Research and Information Collecting, 2) Planning, 3) Development of Preliminary Form of Product, 4) Preliminary Field Testing, and 5) Main Product Revision.

To answer the first question in the problem formulation, the writer applied the adaptation of Kemp's and Yalden's instructional models as the realization of R & D method. There were eight steps employed in this study (theoretical framework) i.e. 1) Conducting needs survey, 2) Stating goals, topics, and general purposes, 3) Specifying the learning objectives, 4) Listing the subject contents, 5) Developing the syllabus, 6) Selecting teaching and learning activities, 7) Conducting an evaluation survey, 8) Revising and improving the designed materials. The steps of theoretical framework is not against the steps of the Small Scale Educational R & D since the small Scale Educational R & D protects the theoretical framework as its methodology to make a well set of designed materials.

In order to answer the second question, the writer presented the designed materials. They consist of eight units. Each unit is divided into two sections and five main parts, namely *Snapshot*, *Conversation*, *Focus...Focus...Focus...*, *Review-Do you remember?*, and *What have you done?*. *Snapshot* is pre-activity to activate learners' prior knowledge or experience towards the subject and to introduce the topic. *Coversation* gives the learners examples of situations in which a teacher

teaches a mathematics topic and uses some classroom language expressions discussed in the next part. *Focus...Focus...Focus...* has two sub-parts, namely *Classroom Language Expressions* and *Mathematics Parts*. Besides, there is vocabulary part which enriches learners' vocabulary related to mathematics. *Review-Do you remember?* is to have a brief discussion of subject matter already learned. *What have you done?* is the last part which learners check what they have done in each unit.

The preliminary field testing showed that the total mean for the designed materials was 4.36 of maximum score 5.00. It means that the designed materials were well-designed and acceptable.



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Di sekolah R-SBI (Rintisan Sekolah Bertaraf Internasional), bahasa Inggris digunakan sebagai bahasa pengantar di kelas matematika dan IPA. Hal ini mendorong guru matematika dan IPA harus belajar bahasa Inggris yang dibimbing oleh guru bahasa Inggris di sekolah atau institusi bahasa Inggris. *Wisma Bahasa English Division* merupakan salah satu institusi bahasa Inggris di Yogyakarta yang menawarkan program persiapan kelas dwi bahasa untuk guru matematika dan IPA. Akan tetapi, Wisma Bahasa belum mempunyai bahan materi untuk masing-masing bidang studi. Padahal kenyataannya, tuntutan belajar bahasa Inggris untuk masing-masing bidang studi sangat tinggi. Oleh karena itu, penulis bermaksud merancang materi bagi guru yang dipersiapkan mengajar matematika di tingkat tujuh sekolah menengah pertama supaya dapat menguasai keahlian berbicara bahasa Inggris.

Ada dua pokok permasalahan yang dibahas dalam studi ini. Pokok permasalahan yang pertama adalah bagaimana merancang seperangkat materi berbicara bahasa Inggris untuk program persiapan kelas dwi bahasa bagi guru matematika kelas tujuh sekolah menengah pertama. Sedangkan permasalahan kedua berkaitan dengan penyajian desain materi tersebut.

Penulis mengadaptasi rangkaian langkah dari metode *Educational Research and Development (R & D)* dalam skala kecil sebagai metodologi studi ini. Langkah-langkah tersebut adalah: 1) Melakukan riset dan mengumpulkan informasi yang berkaitan dengan studi, 2) Perencanaan, 3) Mengembangkan materi, 4) Melakukan uji lapangan, dan 5) Merevisi materi.

Untuk menjawab pokok permasalahan yang pertama, penulis mengadaptasi model perancangan materi yang dikembangkan oleh Kemp and Yalden sebagai realisasi dari metode *Educational Research and Development (R & D)*. Ada delapan langkah perancangan materi yang diterapkan penulis dalam studi ini. Langkah-langkah tersebut (*theoretical framework*) yaitu: 1) Mengadakan survei kebutuhan murid, 2) Perumusan tujuan, topik, dan tujuan umum, 3) Perumusan tujuan khusus, 4) Perincian isi materi, 5) Pengembangan silabus, 6) Memilih kegiatan belajar mengajar, 7) Mengadakan evaluasi materi, 8) Revisi dan perbaikan materi. Langkah-langkah di *theoretical framework* tidak bertentangan dengan langkah-langkah *Educational Research and Development (R & D)* karena *Educational Research and Development (R & D)* memayungi *theoretical framework* sebagai suatu metodologi untuk membuat desain materi yang bagus.

Untuk menjawab pokok permasalahan yang kedua, penulis menyajikan rancangan materi. Materi pembelajaran ini terdiri dari delapan unit. Setiap unit dibagi menjadi dua seksi dan lima bagian utama, yaitu: *Snapshot*, *Conversation*, *Focus...Focus...Focus...*, *Review-Do you remember?*, dan *What have you done?*.

Snapshot adalah kegiatan awal yang dapat mengaktifkan pengetahuan umum murid berkenaan dengan topik yang akan dipelajari. *Conversation* memberikan contoh kepada murid tentang situasi kelas dimana guru menjelaskan salah satu topik matematika dan juga menggunakan ungkapan-ungkapan bahasa kelas. *Focus...Focus...Focus...* mempunyai dua sub-bagian, yaitu: Ungkapan kelas bahasa dan bagian matematika. Di samping itu, ada bagian kosakata yang menambah kosakata murid yang berhubungan dengan matematika. *Review-Do you remember?* untuk pembahasan singkat tentang topik yang baru saja dipelajari. *What have you done?* adalah bagian akhir dimana murid memeriksa apa yang sudah mereka pelajari di masing-masing unit.

Pengujian awal di lapangan menunjukkan bahwa nilai rata-rata total pada rancangan materi adalah 4.36 dari nilai maksimal 5.0. Hal ini berarti rancangan materi dikembangkan dengan baik dan dapat diterima.

