

ABSTRACT

Utami, Regina A. 2008. *Speaking Materials Based on the Multiple Intelligence Theory for the Tenth Grade Students of SMA BOPKRI I Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study aims to design speaking materials based on the Multiple Intelligence (MI) theory for the tenth grade students of *SMA BOPKRI I* Yogyakarta. The areas of intelligences to be elaborated in this study are Verbal-Linguistic, Mathematical-Logical, Musical, Visual-Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Naturalist Intelligences.

This study had two research questions: (1) how are speaking materials based on the Multiple Intelligence theory for the tenth grade students of *SMA BOPKRI I* Yogyakarta designed? And (2) what do speaking materials based on the Multiple Intelligence theory for the tenth grade students of *SMA BOPKRI I* Yogyakarta designed look like? The five steps of R & D cycle were employed to answer two questions above. The five steps were: (1) Research and Information Collecting, (2) Planning, (3) Development of the Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

Kemp and Yalden instructional design models provided steps to answer the first question. There were seven steps employed based on Kemp's and Yalden's instructional design models: (1) Conducting Needs Survey, (2) Determining Competency Standards, Basic Competences, and Topic, (3) Determining Indicators, (4) Choosing Teaching-Learning Activities, (5) Material Development, (6) Evaluation, and (7) Revision. Based on the evaluation by the English teachers of *SMA BOPKRI I* Yogyakarta and English Education lecturers of *Sanata Dharma* University; the mean was 4.0 up to 4.5 on a scale of 1-5. It is concluded that the designed materials are good and acceptable. In order to answer the second question, the final version of the designed materials was presented after conducting some revisions based on the feedbacks, comments, and suggestions from the preliminary field testing participants. The final version of the designed materials consists of nine units and each unit consists of intelligences that will be developed. The nine units, namely: (1) Getting to Know You, (2) What's the Matter? (3) My Story, (4) Living Well, (5) It's Simple like ABC, (6) Thank you..., (7) Oh, My God! (8) A Party?, and (9) Discovery Channel. The detailed presentation of the designed materials can be found in the appendix H.

Hopefully, this English speaking instructional materials encourages other researchers to conduct a further study on the Multiple Intelligence Theory.

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Penelitian ini bertujuan untuk merancang materi pembelajaran *speaking* berdasarkan teori kecerdasan ganda bagi siswa kelas sepuluh SMA BOPKRI I Yogyakarta. Aspek-aspek yang akan dibahas di dalam penelitian ini adalah: kecerdasan verbal-linguistik, matematis-logis, musik, ruang-visual, kinestetik-badani, interpersonal, intrapersonal, dan kecerdasan alam.

Penelitian ini mengemukakan dua pertanyaan: (1) Bagaimana merancang materi *speaking* berdasarkan teori kecerdasan ganda bagi kelas sepuluh SMA BOPKRI I Yogyakarta? (2) Bagaimanakah bentuk rancangan materi *speaking* berdasarkan teori kecerdasan ganda bagi kelas sepuluh SMA BOPKRI I Yogyakarta? 5 langkah metode siklus *R&D* dipergunakan untuk menjawab dua pertanyaan diatas. 5 langkah tersebut adalah: (1) pengumpulan informasi dan hasil2 penelitian, (2) perencanaan, (3) pengembangan bentuk awal materi, (4) pengujian awal di lapangan, dan (5) perbaikan materi utama.

Model pembelajaran Kemp dan Yalden menyediakan langkah-langkah untuk menjawab pertanyaan pertama. Ada 7 langkah yg digunakan berdasarkan model pembelajaran Kemp and Yalden: (1) mengadakan survey kebutuhan, (2) menentukan standar kompetensi, kompetensi dasar, dan topik, (3) merumuskan indikator, (4) menentukan kegiatan pembelajaran, (5) pengembangan materi, (6) evaluasi, dan (7) perbaikan. Berdasarkan hasil evaluasi yang diperoleh dari guru-guru bahasa Inggris SMA BOPKRI I Yogyakarta dan dosen-dosed Pendidikan Bahasa Inggris Universitas Sanata Dharma; rata-rata yang diperoleh adalah 4.0 sampai 4.5 dari skala 1-5. Maka, dapat disimpulkan bahwa materi yang di rancang ini baik dan dapat diterima. Untuk menjawab pertanyaan ke dua; versi akhir dari materi yang dirancang, diperbaiki berdasarkan masukan, komentar dan saran dari responden. Versi akhir materi yang dirancang terdiri atas sembilan unit dan setiap unit membahas beberapa kecerdasan yang akan diajarkan. Sembilan unit itu adalah: (1) *Getting to Know You*, (2) *What's the Matter?* (3) *My Story*, (4) *Living Well*, (5) *It's Simple like ABC*, (6) *Thank you...*, (7) *Oh, My God!* (8) *A Party?* dan (9) *Discovery Channel*. Materi secara detail dapat dilihat pada apendiks H.

Semoga desain materi ini dapat mendorong peneliti lain untuk mengadakan penelitian lebih lanjut tentang teori kecerdasan ganda.