

ABSTRACT

Septiani, Francisca Ika. 2008. *English Vocabulary Instructional Materials Based on the Multiple Intelligence Theory for the Seventh Grade Students of SMP Kanisius Pakem Sleman*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study was conducted to design vocabulary materials based on the Multiple Intelligence (MI) theory for the seventh grade students of *SMP Kanisius Pakem Sleman*. 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.

The objectives of this study were to answer two research questions: (1) how is a set of vocabulary instructional materials based on the Multiple Intelligence theory for the seventh grade students of *SMP Kanisius Pakem Sleman* designed? And (2) what does vocabulary instructional materials based on the Multiple Intelligence theory for the seventh grade students of *SMP Kanisius Pakem Sleman* 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) Product Evaluation, and (5) Main Product Revision.

To answer the first question, the writer adapted Dick & Reiser's and Kemp's instructional design models. There were eight steps employed based on Dick & Reiser's and Kemp's instructional design models: (1) Doing Needs Analysis, (2) Determining Standard Competences, Basic Competences, and Topics, (3) Determining Indicators, (4) Listing Subject Contents, (5) Designing the Materials, (6) Selecting the teaching-learning Activities, (7) Evaluating, and (8) Revising.

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 respondents. Based on the evaluation by the English teachers of *SMP Kanisius Pakem Sleman* and English Education lecturer of *Sanata Dharma University*; the mean was ranged to 3.3 up to 4.5 on a scale of 1-5. It is concluded that the designed materials are good and acceptable. The final version of the designed materials consists of eight units and each unit consists of four sections, that is *Come In Please*, *Let's Build the Word*, *Work It Out*, and *You Can Do It*. In each unit there were four up to six intelligences developed. The detailed presentation of the designed materials can be seen in the Appendix G.

Finally it is hoped that this English vocabulary instructional materials encourages other researchers to conduct a further study on the Multiple Intelligence Theory.

ABSTRAK

Septiani, Francisca Ika. 2008. *English Vocabulary Instructional Materials Based on the Multiple Intelligence Theory for the Seventh Grade Students of SMP Kanisius Pakem Sleman*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Studi ini dilaksanakan untuk merancang materi pembelajaran *vocabulary* berdasarkan teori kecerdasan ganda bagi siswa kelas tujuh *SMP Kanisius Pakem Sleman*. Aspek-aspek kecerdasan yang akan dibahas di dalam penelitian ini adalah: kecerdasan verbal-linguistik, matematis-logis, musik, ruang-visual, kinestetik-badani, interpersonal, intrapersonal, dan kecerdasan alam.

Tujuan dari studi ini adalah menjawab dua pertanyaan: (1) Bagaimana merancang materi *vocabulary* berdasarkan teori kecerdasan ganda bagi kelas tujuh *SMP Kanisius Pakem Sleman*? (2) Bagaimanakah bentuk rancangan materi *vocabulary* berdasarkan teori kecerdasan ganda bagi kelas tujuh *SMP Kanisius Pakem Sleman*? 5 langkah metode siklus R&D dipergunakan untuk menjawab dua pertanyaan diatas. 5 langkah tersebut adalah: (1) pengumpulan informasi dan hasil-hasil penelitian, (2) perencanaan, (3) pengembangan bentuk awal materi, (4) evaluasi materi, dan (5) perbaikan materi utama.

Untuk menjawab pertanyaan pertama, penulis mengadaptasi model pembelajaran dari Dick& Reiser's. Ada 9 langkah yg diterapkan berdasarkan model pembelajaran Dick&Reiser's: (1) melakukan survey kebutuhan, (2) menentukan standar kompetensi, kompetensi dasar, dan topik, (3) merumuskan indikator, (4) merinci isi materi, (5) merancang materi, (6) memilih kegiatan belajar mengajar, (7) evaluasi, dan (8) memperbaiki materi .

Untuk menjawab pertanyaan kedua; versi akhir dari materi yang dirancang, diperbaiki berdasarkan masukan, komentar dan saran dari responden. Berdasarkan hasil evaluasi yang diperoleh dari guru-guru bahasa Inggris *SMP Kanisius Pakem Sleman* dan dosen Pendidikan Bahasa Inggris *Sanata Dharma*; rata-rata yang diperoleh adalah 3.3 sampai 4.5 dari skala 1-5. Maka, dapat disimpulkan bahwa materi yang di rancang ini baik dan dapat diterima. Versi akhir materi yang dirancang terdiri dari delapan unit dan masing-masing unit terdiri atas empat bagian, yaitu, *Come In Please, Let's Build the Word, Work It Out, and You Can Do It*. Dalam setiap unit ada empat sampai enam inteligensi dikembangkan. Materi secara detail dapat dilihat pada Apendiks G.

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