

## ABSTRACT

Wahyuningtyas, Ratri. 2008. *Task-Based Instructional Reading Materials for SMK YPKK 3 Sleman*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

To master English, students have to learn four skills, namely listening, speaking, reading, and writing. Among those skills, reading is the key to success in learning anything, including English. The students' reading ability contributes a lot to their English mastery. There is a need for the eleventh grade students of SMK YPKK 3 Sleman to enhance their reading ability since it will really help them to master English. Moreover, the problem comes from the insufficient reading materials. To respond to the problem, a study which was intended to design Task-Based instructional reading materials for the eleventh grade students of SMK YPKK 3 Sleman was conducted.

The study discussed two problems. Those problems are (1) How are Task-Based instructional reading materials for the eleventh grade students of SMK YPKK 3 Sleman designed? (2) What do Task-Based instructional reading materials for the eleventh grade students of SMK YPKK 3 Sleman look like? To answer those two questions, the writer employed Research and Development Method (R & D), which consisted of ten steps. In the study, the writer only employed the first five steps of R & D Method. Those steps were (1) researching and collecting information, (2) planning, (3) developing preliminary form of product, (4) conducting preliminary field-testing, and (5) revising main product. To obtain the data needed, the writer conducted two kinds of surveys, namely pre-design survey and post-design survey. In the pre-design survey, the writer used questionnaire and interview checklist as the instruments. Moreover, in the post-design survey the instrument used was questionnaire.

To answer the first question, the writer applied eight stages of instructional design model, which were adapted from Kemp's and Taba's models. The stages were (1) conducting needs survey, (2) specifying goals, topics, and general purposes, (3) formulating objectives, (4) selecting and organizing contents, (5) selecting learning activities and resources, (6) designing materials, (7) evaluating materials, and (8) revising materials. To answer the second question, the writer presented Task-Based instructional design materials for the students of SMK YPKK 3 Sleman. The materials consist of eight units. Each unit consists of four sections, namely **warming-up**, **let's read**, **language focus**, and **what have you learnt today?**

The materials evaluation results showed that the mean ranged from 3.8 to 4.6. It shows that the designed materials are suitable and acceptable to be used for the students of SMK YPKK 3 Sleman. Finally, it is hoped that the materials will be beneficial for both students and English teachers of SMK YPKK 3 Sleman to enhance the students' reading ability.

## **ABSTRAK**

Wahyuningtyas, Ratri. 2008. *Task-Based Instructional Reading Materials for SMK YPKK 3 Sleman*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Untuk menguasai Bahasa Inggris, siswa harus mempelajari empat ketrampilan, yaitu menyimak, berbicara, membaca, dan menulis. Diantara semua keterampilan tersebut, membaca adalah kunci keberhasilan untuk mempelajari mata pelajaran apapun termasuk Bahasa Inggris. Kemampuan membaca siswa mendukung penguasaan Bahasa Inggris mereka khususnya bagi siswa kelas sebelas SMK YPKK 3 Sleman. Siswa kelas sebelas SMK YPKK 3 Sleman perlu untuk meningkatkan kemampuan membaca karena hal tersebut akan sangat membantu dalam menguasai Bahasa Inggris. Namun, masalah yang mengganggu adalah kurangnya bacaan yang dapat menunjang proses belajar. Oleh karena itu, sebuah penelitian dilaksanakan untuk menanggapi masalah tersebut yang bertujuan untuk merancang materi pembelajaran membaca menggunakan *Task-Based* untuk siswa kelas sebelas SMK YPKK 3 Sleman.

Penelitian ini membahas dua masalah. Masalah-masalah tersebut adalah (1) bagaimana materi pembelajaran membaca menggunakan *Task-Based* untuk siswa kelas sebelas SMK YPKK 3 Sleman dirancang dan (2) bagaimana materi pembelajaran membaca menggunakan *Task-Based* untuk siswa kelas sebelas SMK YPKK 3 Sleman disajikan. Untuk menjawab kedua pertanyaan tersebut, penulis mengimplementasikan *Research and Development (R & D) Method*. Namun dalam penelitian ini, penulis hanya mengimplementasikan lima langkah pertama dari *R & D Method*. Langkah-langkah tersebut adalah (1) *researching and collecting information*, (2) *planning*, (3) *developing preliminary form of product*, (4) *conducting preliminary field-testing*, and (5) *revising main product*. Untuk mengumpulkan data yang dibutuhkan, penulis melaksanakan dua jenis survei yaitu *pre-design* dan *post-design* survei. Kuesioner digunakan sebagai instrumen pada *pre-design* dan *post design* survei, sedangkan *interview checklist* digunakan pada *post-design* survei.

Untuk menjawab pertanyaan pertama, penulis menerapkan delapan langkah dari model instruksional yang diadaptasi dari model Kemp dan Taba. Langkah-langkah tersebut adalah (1) melakukan survei kebutuhan, (2) menentukan tujuan, topik, dan tujuan umum, (3) merumuskan indikator, (4) menyeleksi dan menyusun isi, (5) menyeleksi kegiatan belajar dan sumber belajar, (6) mendesain materi, (7) mengevaluasi rancangan materi, dan (8) merevisi materi. Sedangkan untuk menjawab pertanyaan kedua, penulis menyajikan materi pembelajaran membaca menggunakan *Task-Based* untuk siswa kelas sebelas SMK YPKK 3 Sleman yang terdiri dari delapan unit. Masing-masing unit terdiri dari empat bagian, yaitu *warming-up*, *let's read*, *language focus*, and *what have you learnt today?*

Dari hasil evaluasi rancangan materi didapatkan nilai rata-rata yang berkisar antara 3,8 – 4,6. Hal itu menunjukkan bahwa rancangan materi pembelajaran tersebut bisa diterima serta digunakan bagi siswa SMK YPKK 3 Sleman.

Akhir kata, materi pembelajaran ini diharapkan dapat bermanfaat bagi siswa dan guru Bahasa Inggris SMK YPKK 3 Sleman untuk meningkatkan kemampuan membaca siswa.

