

ABSTRACT

Kurniasari, Monika. 2008. *Designing A Set of Reading Materials Using Constructivist Learning for Language Program students Year XI in SMA Stella Duce 1 Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The Language Program students Year XI in SMA Stella Duce 1 Yogyakarta were demanded to have fluent English. It was because Language Program is a specific program in Senior High School which studies about languages. By the end of the Senior High School Year XII, the students will meet the National Exam. In the National Exam, there will be reading test items. Hence, *reading* is one of the important factors in learning English for Senior High School students. Considering the phenomenon, the writer designed a set of English instructional reading materials for Language Program of Senior High School Students Year XI in SMA Stella Duce 1 Yogyakarta. *Constructivist learning* is chosen because it refers to the learners' activity in constructing knowledge for them. To complete the approach of this study, the writer chose *Task-Based Learning* because Task Based Learning can be very effective to the implementation of constructivist learning in Senior High School.

There were two problems formulated in this study. They were: 1) How is a set of reading material using constructivist learning for Language Program Students of Senior High School Year XI in SMA Stella Duce 1 Yogyakarta designed? 2) What will the designed set of materials look like?

In this study, the writer applied the R and D method. Research information collecting was done to seek the learners' needs. Preliminary Field testing was done for getting the respondent's evaluation on the designed materials.

To answer the first problem, the writer designed a set of instructional materials, by combining Yalden's model and Kemp's model. There were six steps to be taken from the adaptation and modification of the models, those are: 1) Conducting pre-design survey, 2) Stating the goals, topics and general purposes, 3) Selecting teaching learning activities and resources, 4) Developing a set of reading materials for the Language Program of Senior High School Students Year XI based on constructivist learning theory, 5) Conducting post-design survey, 6) Revising and making the final version of the materials.

To answer the second problem, the writer presents a set of reading instructional materials. There are eight units of reading instructional materials. The title of the instructional materials is "*Let's Read*". The materials were arranged systematically. In each unit, the teaching learning activities consist of three stages. They are: *Building Knowledge of the Field*, *Modelling of the Text*, and *Independent Construction of the Text*. The mean as the result of the survey on the designed materials ranged from 3.2 to 4.7. It showed that the designed materials were appropriate for the Language Program of Senior High School Students Year XI.

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Para siswa Kelas XI Program Bahasa SMA Stella Duce 1 Yogyakarta dituntut untuk memiliki kemampuan berbahasa Inggris yang lancar. Hal tersebut dikarenakan Program bahasa adalah suatu program khusus yang mempelajari berbagai bahasa. Pada akhir masa pembelajaran di Sekolah Menengah Atas Kelas XII, para siswa akan menghadapi Ujian Nasional. Dalam ujian tersebut terdapat item *reading*. Oleh karena itu, *reading* adalah salah satu faktor penting dalam pembelajaran bahasa Inggris bagi siswa Sekolah Menengah Atas. Melihat fenomena yang terjadi, penulis mendesain satu set materi *reading* untuk siswa Kelas XI Program Bahasa di SMA Stella Duce 1 Yogyakarta. *Constructivist learning* dipilih karena *constructivist learning* mengacu pada kegiatan siswa dalam membangun pengetahuan untuk diri mereka sendiri. Untuk melengkapi pendekatan dalam studi ini, penulis memilih *Task-Based Learning*, karena *Task Based Learning* adalah pendekatan yang efektif dalam pengimplementasian *constructivist learning* untuk siswa Sekolah Menengah Atas.

Ada dua permasalahan yang diformulasikan di dalam studi ini. Permasalahan tersebut adalah 1) Bagaimana mendesain satu set materi *reading* menggunakan *constructivist learning* untuk siswa kelas XI SMA Stella Duce 1 Yogyakarta? 2) Seperti apa desain tersebut?

Dalam studi ini, penulis mengaplikasikan metode R dan D. Pengambilan data penelitian dan informasi dilakukan untuk mencari kebutuhan siswa dalam berbahasa Inggris. Evaluasi pra-area dilakukan untuk mendapatkan evaluasi dari para responden tentang desain materi.

Untuk menjawab pertanyaan pertama, penulis mendesain materi dengan mengkombinasikan model Kemp dan Yalden. Penulis mengambil enam langkah adaptasi dan modifikasi dari model – model tersebut, yaitu: 1) mengadakan survey sebelum membuat materi, 2) menyatakan sasaran, topik dan tujuan umum, 3) menyeleksi kegiatan belajar mengajar dan sumber, 4) mengembangkan materi bacaan dengan pembelajaran yang membangun untuk Siswa Program Bahasa Kelas XI di SMA Stella Duce 1 Yogyakarta, 5) menyelenggarakan survey setelah pembuatan materi, 6) merevisi dan membuat versi akhir materi.

Untuk menjawab permasalahan kedua, penulis mempresentasikan satu set materi. Materi bacaan tersebut terdiri dari delapan unit. Judul materi bacaan tersebut adalah “*Let’s Read*”. Materi tersebut disusun secara sistematis. Setiap unit terdiri dari tiga tahap. Tahap – tahap tersebut adalah *Building Knowledge of the Field*, *Modeling of the Text*, dan *Independent Construction of the Text*. Nilai rata – rata survey atas materi adalah antara 3.2 sampai dengan 4.7. Hal tersebut menunjukkan bahwa materi bacaan sesuai untuk Siswa Program Bahasa Kelas XI.