

ABSTRACT

Sukma, M, Agatha Nila. 2009. *Designing a Set of Instructional Materials Using Cooperative Integrated Reading and Composition (CIRC) for the Eleventh Grade Students of SMA Negeri 4 Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This research aims to design a set of instructional materials to teach reading and writing using Cooperative Integrated Reading and Composition (CIRC) for the eleventh grade students of *SMA Negeri 4 Yogyakarta*. Teaching reading and writing in an integrative way can help the students learn reading and writing better.

There were two problems formulated in this study. They were: 1) How is a set of instructional materials using Cooperative Integrated Reading and Composition (CIRC) for the eleventh grade students of *SMA Negeri 4 Yogyakarta* designed? 2) What does the designed set of materials look like?

Educational Research and Development (R & D) method was employed in this study. The steps were 1) Research and Information Collecting, 2) Planning, 3) Development of Preliminary Form of Product, 4) Preliminary Field Testing, and 5) Main Product Revision.

In order to answer the first problem, the writer applied the adaptation of Kemp's instructional model as the realization of Educational Research and Development (R & D) method. There were seven steps employed in this study i.e. 1) Identifying learners' characteristics, 2) Determining goals, topics and general purposes, 3) Formulating learning objectives, 4) Listing the subject content, 5) Developing the designed materials, 6) Evaluating the designed materials, and 7) Revising the designed materials.

To answer the second question, the writer presented the designed materials. The designed materials consisted of eight units. Each unit was divided into five parts, namely: *Let's Think First*, *It's Time to Read*, *How to Say It?*, *Grammar Focus* and *Write Your Story*. *Let's Think First* is pre-activity to activate students' prior knowledge about what is going to be learned and to introduce the topic. *It's Time to Read* is the main activity where students read the text given and do reading activities. *How to Say it?* is the part in which the students learn the suitable expressions in using language in discussion. *Grammar Focus* is the activity to learn grammar found in the reading text. *Write Your Story* is the last activity in which the students write a composition after they obtain the model from the reading text. Those activities were based on Cooperative Integrated Reading and Composition (CIRC) framework where the teacher can teach integrated reading and writing.

The preliminary field testing showed that the total mean for the designed materials was 3.49 out of 4. It meant that the designed materials were good and acceptable.

ABSTRAK

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Penelitian ini bertujuan untuk mengembangkan seperangkat materi pembelajaran untuk mengajar membaca dan menulis dengan menggunakan Cooperative Integrated Reading and Composition (CIRC) bagi siswa kelas sebelas SMA Negeri 4 Yogyakarta. Pengajaran membaca dan menulis yang terintegrasi dapat membantu siswa belajar membaca dan menulis dengan lebih baik.

Ada dua permasalahan yang diformulasikan dalam studi ini. Permasalahan tersebut yaitu: 1) Bagaimana satu set materi menggunakan Cooperative Integrated Reading and Composition (CIRC) bagi siswa kelas sebelas SMA Negeri 4 Yogyakarta dirancang? 2) Seperti apakah penyajian rancangan materi yang telah disusun tersebut?

Beberapa langkah dari metode *Educational Research and Development (R & D)* diterapkan di dalam studi ini. Langkah-langkah tersebut yaitu 1) Penelitian dan pengumpulan informasi, 2) Perencanaan, 3) Pengembangan bentuk awal produk, 4) Pengujian awal di lapangan, dan 5) Perbaikan/ revisi produk.

Untuk menjawab pertanyaan pertama, penulis mengadaptasi model perancangan materi yang dikembangkan oleh Kemp sebagai realisasi dari metode *Educational Research and Development (R & D)*. Ada tujuh langkah perancangan materi yang diterapkan penulis dalam studi ini. Langkah-langkah tersebut yaitu: 1) Pengidentifikasian karakter siswa, 2) Perumusan tujuan, topik dan tujuan umum, 3) Perumusan tujuan khusus, 4) Perincian isi materi, 5) Pengembangan materi, 6) Pengevaluasian materi, dan 7) Perbaikan materi.

Untuk menjawab pertanyaan kedua, penulis menampilkan rancangan materi yang terdiri dari delapan unit. Setiap unit dibagi menjadi lima bagian yaitu: *Let's Think First*, *It's Time to Read*, *How to Say It*, *Grammar Focus* dan *Write Your Story*. *Let's Think First* merupakan kegiatan pembuka yang dapat mengaktifkan pengetahuan umum siswa berkenaan dengan topik yang akan dipelajari. *It's Time to Read* merupakan bagian utama dimana siswa membaca teks bacaan dan melakukan berbagai macam aktivitas membaca. *How to Say it?* merupakan bagian dimana siswa mempelajari ungkapan-ungkapan yang tepat dalam menggunakan bahasa di dalam diskusi kelompok. *Grammar Focus* merupakan bagian untuk mempelajari tata bahasa yang ditemukan di dalam teks bacaan. *Write Your Story* merupakan aktivitas terakhir yang memfokuskan siswa untuk menulis sebuah karangan setelah mereka mempelajari model yang diberikan dalam teks bacaan. Aktivitas-aktivitas tersebut disusun berdasarkan kerangka kerja Cooperative Integrated Reading and Composition (CIRC).

Pengujian awal di lapangan menunjukkan bahwa nilai rata-rata total pada rancangan materi adalah 3.49 dari skala 4. Hal ini berarti bahwa rancangan materi dikembangkan dengan baik dan dapat diterima.