

ABSTRACT

Widianingsih, Maria Melani. 2008. *A Set of English Stories for Children to Teach Vocabulary in An English Extracurricular Class*. Yogyakarta: English Language Education Study Program Sanata Dharma University.

This research was conducted to design a set of English stories for children to teach vocabulary. The designed materials were intended to 7 up to 11 year-old children. There were two questions formulated in the problem formulation that were 1). How is a set of English stories for children to teach vocabulary was designed? and 2). What does the designed English learning materials look like?

To answer the research questions above, the researcher applied five steps of Research & Development theory. They were: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. The data gathering techniques used were questionnaire, interview and observation.

To answer the first question, the researcher adapted the Dick and Carey's instructional design model that consisted of eight steps. The adapted steps were: (1) Identifying instructional goals, (2) Conducting the instructional analysis, (3) Analyzing learners and contexts, (4) Writing the performance objectives, (5) Developing instructional strategy, (6) Developing and selecting instructional materials (7) Designing and conducting formative evaluation of the instruction (8) Revise the instruction. The researcher also adapted Task-Based Approach for beginners and young learners in designing the materials.

After being designed, the designed materials were evaluated by distributing the second questionnaire to an English teacher of *SD Kanisius Demangan Baru* and several lecturers of English Education Study Program Sanata Dharma University. The researcher used the Central Tendency formulation to analyze that data. It was resulted that the score of the Mean were 3.8, 4.6, 3.6, 4.2, 4.4, 4.2, and 4. The result showed that all score of the Mean were more than 3.5. Therefore, it could be concluded that most of respondents agreed that the designed materials were acceptable and appropriate to be implemented. Moreover, the researcher also implemented a unit to a 9 and an 11 year-old-children to ensure that the materials were appropriate and applicable to be implemented. However, there were some revisions that need to be conducted to improve the designed materials.

To answer the second question, the researcher presented the final version of the designed materials after making some revisions and improvements based on results of the designed materials evaluation. The materials consisted of eight units. They were *The Animals*, *The Fruits*, *The Colors*, *The Shapes*, *The Transportation*, *The Family*, *The House*, and *The Outer Space*. Each unit consisted of three main parts, which were *Introduction*, *Let's Enjoy the Story*, and *Review*.

Finally, the researcher expects that the designed materials will help children to learn vocabulary effectively through the enjoyable way, which is story. The research also expects that the designed materials will be useful for the English teachers and the future researchers.

ABSTRAK

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Penelitian ini dilaksanakan untuk merancang seperangkat cerita berbahasa Inggris untuk anak-anak untuk mengajar kosa kata. Materi yang dirancang ditujukan untuk anak-anak usia 7 sampai 11 tahun. Terdapat dua pertanyaan rumusan masalah yaitu 1). Bagaimana seperangkat cerita berbahasa Inggris untuk anak-anak untuk mengajar kosa kata dirancang? dan 2). Bagaimanakah bentuk seperangkat cerita bahasa Inggris untuk anak-anak untuk mengajar kosa kata tersebut?

Untuk menjawab pertanyaan rumusan masalah diatas, peneliti menerapkan 5 langkah *Research and Development* (R & D) yaitu: (1) Pengumpulan penelitian dan informasi, (2) Perencanaan, (3) Pengembangan bentuk awal dari produk, (4) Pengujian awal di lapangan, dan (5) Perbaikan produk utama. Peneliti menggunakan kuesioner, wawancara dan observasi untuk mengumpulkan data.

Untuk menjawab pertanyaan pertama, peneliti mengadaptasi langkah-langkah sebuah model perancangan pembelajaran dari Dick and Carey. Langkah-langkah yang diadaptasi antara lain: (1) memperkenalkan tujuan pembelajaran, (2) melaksanakan analisis pembelajaran, (3) menganalisa pelajar dan keadaan (4) menulis tujuan pelaksanaan (5) mengembangkan strategi pembelajaran, (6) mengembangkan dan menyeleksi materi pembelajaran, (7) merancang dan melaksanakan evaluasi dan (8) memperbaiki materi pembelajaran. Selain itu, peneliti juga mengadaptasi teori pendekatan pembelajaran berbasis tugas (*Task-Based Learning*) untuk pelajar yang masih muda dan pemula.

Materi yang telah dirancang kemudian dievaluasi dengan menyebarkan kuesioner yang kedua kepada guru bahasa Inggris SD Kanisius Demangan Baru dan beberapa dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma. Untuk menganalisa data yang didapat, peneliti menggunakan rumus *Central Tendency*.

Dari analisis data diatas, Peneliti menemukan bahwa nilai rata-rata atau Mean adalah 3.8, 4.6, 3.6, 4.2, 4.4, 4.2, dan 4. Hasil evaluasi tersebut menunjukkan bahwa semua nilai Mean atau nilai rata-rata berada di atas 3.5. Dengan demikian, dapat disimpulkan bahwa sebagian besar responden setuju bahwa materi pembelajaran ini sudah sesuai dan dapat diterapkan. Disamping itu, peneliti juga mempraktekan satu unit cerita kepada dua anak yang berusia 7 dan 11 tahun. Hal ini dilakukan untuk memastikan bahwa materi ini sudah sesuai untuk diterapkan. Namun, masih diperlukan beberapa perbaikan dan peningkatan dalam proses perancangan materi dan bentuk materi.

Untuk menjawab pertanyaan kedua, peneliti menyajikan versi akhir dari materi yang telah dirancang setelah melalui beberapa perbaikan dan peningkatan berdasarkan hasil evaluasi diatas. Materi tersebut terdiri dari 8 unit. Kedelapan unit tersebut adalah *the Animals, the Fruits, the Colors, the Shapes, the Transportation, the Family, the House, dan the Outer Space*. Masing-masing unit terdiri dari 3 bagian besar yaitu *Introduction, Let's Enjoy the Story dan Review*.