

ABSTRACT

Utami, Agnes Nora Eko Wahyu. 2008. *Designing a Set of Supplementary Instructional Listening Materials Incorporating Content-Based Instruction and Cooperative Learning for the Eleventh Grade Students of SMA 9 Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Listening is one of the most challenging and important skills for learners to develop. Unfortunately, the teaching of listening is still frequently ignored and problematic, particularly in *SMA 9 Yogyakarta*. The limitation of the instructional materials available, improper facility and learning media, and inefficient learning activities are believed to be the obstacles of the implementation of proper listening teaching-learning activities. Considering that, this study is then aimed at developing a set of supplementary listening materials for the 11th grade students of *SMA 9 Yogyakarta* which are expected to solve the problems they encountered and further improve the listening skills of the students.

There were two questions formulated in the problem formulation i. e. (1) How is a set of supplementary instructional listening materials incorporating Content-Based Instruction and Cooperative Learning for the 11th grade students of *SMA 9 Yogyakarta* designed? and (2) What does the designed set of the materials look like?.

Some steps of Educational Research and Development (R & D) method were employed to solve the problems identified this study. These 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.

To answer the first question, the writer employed the adaptation of Kemp's instructional design model as the realization of Research and Development (R & D) method. There were nine instructional design steps employed in this study i.e. (1) Identifying learners' characteristics, (2) Pre-assessment, (3) Coordinating support service, (4) Determining goals, topics, and general objectives, (5) Specifying learning objectives, (6) Listing subject content, (7) Developing instructional materials, (8) Evaluating the designed set of the materials, and (9) Revising the designed set of the materials.

In this study, the data obtained through needs survey was served as the basis to develop the materials. Once being completed, the designed set of the materials were evaluated by some English teachers and lecturers. The evaluation was described in terms of central tendency. The data showed that the means ranged from 4 to 4.25, indicating that the designed set of the materials was acceptable and well-developed, although some revisions were necessary. The evaluation was then employed as the basis for revisions.

The presentation of the final version of the designed set of the materials served as the answer to the second question. The designed set of the materials consists of eight units i.e. *Special Event* (unit 1), *Environment* (unit 2),

Entertainment (unit 3), *Folktale* (unit 4), *Relationship* (unit 5), *Health* (unit 6), *Animals* (unit 7), and *Technology* (unit 8). Each unit of the design is divided into five sections i.e. *Before you listen*, *Vocabulary focus*, *Comprehension check*, *Text Exploration*, and *Reflection* and three subsections i.e. *Repeat after your teacher*, *Language focus*, and *Listen up!*.

At last, the writer hopes that the implementation of the designed set of the materials could benefit both the teachers and the students.



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Listening merupakan salah satu kemampuan yang paling sulit namun penting untuk dikembangkan. Namun demikian, sangat disayangkan bahwa pengajaran *listening* masih sering diabaikan dan menjumpai banyak kendala, khususnya seperti yang terjadi di SMA 9 Yogyakarta. Sangat minimnya materi pembelajaran *listening*, ketidaklayakan fasilitas dan media pembelajaran yang tersedia, dan ketidakefisienan kegiatan belajar mengajar yang diterapkan diyakini sebagai faktor-faktor penghalang penerapan kegiatan pembelajaran *listening* yang layak bagi para siswa di sekolah. Penelitian ini bertujuan untuk mengembangkan seperangkat materi *listening* tambahan untuk siswa kelas XI SMA 9 Yogyakarta yang diharapkan dapat membantu memecahkan masalah dalam penyelenggaraan pembelajaran *listening* yang mereka hadapi dan lebih lanjut dapat meningkatkan kemampuan *listening* siswa.

Dalam penelitian ini, terdapat dua pertanyaan dalam perumusan masalah yaitu (1) Bagaimanakah seperangkat materi *listening* tambahan berdasarkan *Content-Based Instruction* dan *Cooperative Learning* untuk siswa kelas XI SMA 9 Yogyakarta dirancang? dan (2) Bagaimanakah penyajian materi *listening* yang telah disusun tersebut?.

Beberapa langkah dalam metode *Educational Research and Development (R & D)* digunakan untuk menjawab pertanyaan dalam penelitian ini. Langkah-langkah tersebut adalah (1) Penelitian dan pengumpulan informasi, (2) Perencanaan, (3) Pengembangan bentuk awal produk, (4) Pengujian awal di lapangan, dan (5) Revisi produk.

Untuk menjawab pertanyaan yang pertama dalam perumusan masalah, penulis mengadaptasi model perancangan instruksional yang dikembangkan oleh Kemp sebagai realisasi metode *Educational Research and Development (R & D)*. Terdapat sembilan langkah perancangan instruksional dalam penelitian ini. Langkah-langkah tersebut adalah (1) Pengidentifikasian karakteristik siswa, (2) Pra-evaluasi, (3) Pengkoordinasian peralatan pendukung, (4) Perumusan tujuan, topic, dan tujuan umum, (5) Perumusan tujuan khusus, (6) Perincian isi materi, (7) Pengembangan materi pembelajaran, (8) Pengevaluasian materi, dan (9) Perevisian/Perbaikan materi.

Dalam penelitian ini, data yang diperoleh melalui survei analisa kebutuhan siswa digunakan sebagai dasar pengembangan materi. Materi yang telah selesai dirancang kemudian dievaluasi oleh para guru dan dosen Bahasa Inggris. Hasil analisa data tersebut menunjukkan bahwa nilai rata-rata berkisar antara 4 – 4,25 dalam skala 1 – 5. Berdasarkan data tersebut, dapat disimpulkan bahwa materi yang dirancang telah dikembangkan dengan baik dan dapat diterima. Meskipun

demikian, revisi masih perlu dilaksanakan. Data yang diperoleh dari evaluasi kemudian digunakan sebagai acuan untuk revisi.

Untuk menjawab pertanyaan yang kedua, penulis menyajikan hasil akhir dari materi yang dirancang. Materi tersebut terdiri dari 8 unit yaitu *Special Event* (unit 1), *Environment* (unit 2), *Entertainment* (unit 3), *Folktale* (unit 4), *Relationship* (unit 5), *Health* (unit 6), *Animals* (unit 7), and *Technology* (unit 8). Masing-masing unit dibagi menjadi 5 bagian utama yaitu *Before you listen*, *Vocabulary focus*, *Comprehension check*, *Text Exploration*, dan *Reflection* dan tiga bagian tambahan yaitu *Repeat after your teacher*, *Language focus*, dan *Listen up!*.

Akhir kata, penulis berharap bahwa pengimplementasian materi tersebut dapat memberikan manfaat baik bagi guru maupun siswa.

