

## ABSTRACT

Djati, Fajar Argo. 2008. *Designing a Set of Supplementary English Reading Materials Using Comics Taken from 3-D (Three-Dimensional) Animated Cartoons for the Fifth Grade Students of Marsudirini Boro Elementary School*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

English reading skills play a vital role in global information acquisition and therefore, exert a significant influence on students' intellectual growth. Unfortunately, reading in English is not always considered easy to carry out by the many Indonesian students who are still struggling with the language. As a matter of fact, the students' common perception that reading English is difficult can potentially deprive them of motivation for learning to read to a great extent. This study is an attempt to set up a set of reading materials for the fifth grade students of *Marsudirini Boro Elementary School* that are expected to enhance the students' reading skills and also instill a positive attitude toward reading English.

There were two problems discussed in this study. The first problem was concerned with how a set of supplementary English reading materials using comics taken from 3-D (Three-Dimensional) animated cartoons for the fifth grade students of *Marsudirini Boro Elementary School* was designed. The second problem was concerned with the presentation of the designed materials.

In order to answer the first problem, the writer applied an instructional design model adapted from Kemp's design model and Dick and Carey's design model. In this study, there were seven design steps to follow i.e. The design steps are Enumerating Learners Characteristics, Formulating Goals, Topics, and General Purposes, Formulating Learning Objectives, Developing an Instructional Strategy, Selecting and Developing Instructional Materials, Conducting Evaluation, and Conducting Final Revision.

In this study, the information obtained from the needs survey served as the foundation for the design. Once completed, the designed materials were evaluated by seven English teachers and instructors from various home institutions. The evaluation and feedback provided by the teachers and instructors were then utilized as the basis for revisions. The evaluation was described in terms of central tendency. The data computation showed that the mean was 4.21 on a scale of 1 to 5, whereas the median and mode clustered around 4. Based on the scores obtained, it could be concluded that the designed materials had been appropriately designed and well-developed, although some revisions were necessary.

The presentation of the designed materials served as the answer to the second problem of this study. The designed materials were comprised of eight units i.e. *Meet Your New Friends* (unit 1), *It's Time to Go Back to School* (unit 2), *Treasure Hunt* (unit 3), *Our Lovely School* (unit 4), *Let's Have a Picnic* (unit 5), *Be a Good Student* (unit 6), *I Can Do It* (unit 7) and *My Future Job* (unit 8). Each unit consisted of four sections namely *Hello*, *Let's Read*, *Let's Have Some Fun*, and *My Own Dictionary*.

Lastly, the writer hopes that the students and the teacher will be benefited from the implementation of the designed materials. The students' increased motivation for reading is certainly the most desired outcome of the design.



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Kemampuan membaca bahasa Inggris memainkan peranan yang sangat penting dalam penguasaan informasi global dan oleh karena itu, memberikan pengaruh yang signifikan dalam perkembangan intelektual siswa. Sayangnya, membaca dalam bahasa Inggris tidak selalu dianggap mudah untuk dilaksanakan bagi banyak siswa yang masih berusaha mempelajari bahasa ini. Pada kenyataannya, pandangan siswa bahwa membaca dalam bahasa Inggris tersebut sulit dapat menurunkan motivasi siswa untuk belajar membaca bahasa Inggris. Penelitian ini merupakan suatu usaha untuk menyusun seperangkat materi bacaan tambahan bahasa Inggris untuk siswa kelas lima Sekolah Dasar *Marsudirini Boro* yang diharapkan dapat meningkatkan kemampuan membaca bahasa Inggris siswa serta menanamkan sikap positif terhadap kegiatan membaca bahasa Inggris.

Terdapat dua permasalahan yang didiskusikan dalam penelitian ini. Masalah yang pertama berkaitan dengan bagaimana materi bacaan bahasa Inggris dengan menggunakan komik yang diambil dari film kartun tiga dimensi disusun. Masalah yang kedua berkaitan dengan penyajian materi yang telah disusun.

Untuk menjawab permasalahan yang pertama, penulis menerapkan sebuah model perancangan instruksional yang diadaptasi dari dua model perancangan instruksional yang dikembangkan oleh Kemp dan Dick dan Carey. Dalam penelitian ini, terdapat tujuh langkah perancangan yang diikuti yaitu Menganalisa Karakteristik Siswa, Merumuskan Tujuan, Topik, dan Tujuan Umum, Merumuskan Tujuan Khusus, Mengembangkan Strategi Pengajaran, Memilih dan Mengembangkan Materi, Mengadakan Evaluasi dan Merevisi Materi.

Dalam penelitian ini, informasi yang didapat dari survei kebutuhan siswa digunakan sebagai landasan dari perancangan materi. Materi yang selesai kemudian dievaluasi oleh tujuh guru bahasa Inggris dari berbagai institusi. Evaluasi dan umpan balik yang diperoleh dari para guru tersebut kemudian digunakan sebagai acuan revisi. Evaluasi dari para guru dideskripsikan melalui *central tendency*. Data yang telah dikomputasi menunjukkan bahwa nilai rata-rata adalah 4.21 dalam skala 1 sampai 5, sedangkan median dan mode terletak di angka 4. Berdasarkan data tersebut, dapat disimpulkan bahwa disain materi telah disusun dan dikembangkan dengan baik, meskipun revisi masih diperlukan.

Penyajian materi yang telah disusun merupakan jawaban dari permasalahan yang kedua. Materi yang telah disusun terdiri dari delapan unit yaitu *Meet Your New Friends* (unit 1), *It's Time to Go Back to School* (unit 2), *Treasure Hunt* (unit 3), *Our Lovely School* (unit 4), *Let's Have a Picnic* (unit 5), *Be a Good Student* (unit 6), *I Can Do It* (unit 7) dan *My Future Job* (unit 8). Masing-masing unit terdiri dari empat bagian yaitu *Hello*, *Let's Read*, *Let's Have Some Fun*, and *My Own Dictionary*.

Akhir kata, penulis berharap agar desain materi ini dapat memberi manfaat bagi para siswa dan guru. Motivasi membaca bahasa Inggris siswa yang meningkat merupakan hasil yang paling diharapkan dari penerapan desain materi ini.

