

ABSTRACT

Indriawati, Vonny. 2008. *A Set of Integrated Materials for Grade X Students of the Applied-Fine Art Department of SMKN 5 Yogyakarta Based on the 2006 Edition of School-Based Curriculum*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

English has been taught as a compulsory subject at Vocational High School in Indonesia. As stated in the 2006 Edition of School-Based Curriculum, the four skills are taught in integrated way to facilitate the students to achieve their English mastery and ability in communicating using English. From the observations, it was found that *SMKN 5 Yogyakarta* does not have enough integrated materials based on the current curriculum. Therefore, this study aimed to design a set of integrated materials for grade X students of the applied-fine art department of *SMKN 5 Yogyakarta*. This study was concerned with two research questions, which are, 1) How is a set of integrated materials for grade X students of the applied-fine art department of *SMKN 5 Yogyakarta* based on the 2006 Edition of School-Based Curriculum designed? and 2) What does the integrated materials look like?

In answering the first research question, this study adapted Kemp's and Banathy's Instructional Design Model and employed R & D (Research and Development method). There were five steps applied in this study. The steps were: (1) Research and Information Collecting. Needs survey was conducted in this step. (2) Planning. Reviewing the English Syllabus of *SMKN 5 Yogyakarta*; stating goals, topics, and general purposes of the designed materials; stating learning objectives of the designed materials were applied in this step. Besides, this step was also aimed to classify subject contents of the designed materials and select teaching-learning activities and resources of the designed materials. (3) Development of Preliminary Form of Product. In this step, the materials were designed based on the results of Planning. (4) Preliminary Field Testing. A try out toward the designed materials was carried out and the questionnaire was distributed to English teachers of *SMKN 5 Yogyakarta* and English Language Education lecturers of Sanata Dharma University. (5) Main Product Revision. The data gathered from Preliminary Field Testing were analyzed. The results of the analysis indicated that the mean was 3.8 ranged from 3.6 up to 4 on five-point scale. It is concluded that the designed materials are suitable and acceptable to be used in the school.

In answering the second research question, this study presented the final version of the designed materials. It consists of four units. Each unit in the designed materials is divided into two main sections, namely Oracy Cycle and Literacy Cycle. Each cycle contains four activities, namely: (1) Building Knowledge of the Field, (2) Modelling of the Text, (3) Joint Construction of the Text, and (4) Independent Construction of the Text.

Hopefully, the designed materials can be applied in the school to facilitate the students to improve their abilities in communicating using English as well as to prepare them in facing the real working world.

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Bahasa Inggris telah diajarkan sebagai salah satu mata pelajaran wajib di Sekolah Menengah Kejuruan di Indonesia. Seperti dinyatakan dalam Kurikulum Tingkat Satuan Pendidikan edisi tahun 2006, empat keahlian diajarkan secara terintegrasi untuk memfasilitasi siswa-siswa dalam mencapai kemampuan dan penguasaan berkomunikasi menggunakan bahasa Inggris. Dari pengamatan yang dilakukan, diketahui bahwa SMKN 5 Yogyakarta belum memiliki cukup materi bahasa Inggris terintegrasi berdasarkan kurikulum yang diterapkan saat ini. Oleh karena itu, studi ini bertujuan untuk merancang seperangkat materi bahasa Inggris terintegrasi untuk siswa-siswa kelas sepuluh jurusan seni rupa SMKN 5 Yogyakarta. Studi ini difokuskan pada dua pertanyaan penelitian, yaitu: 1) Bagaimana seperangkat materi bahasa Inggris terintegrasi untuk siswa-siswa kelas sepuluh jurusan seni rupa SMKN 5 Yogyakarta berdasarkan Kurikulum Tingkat Satuan Pendidikan edisi tahun 2006 dirancang? dan 2) Bagaimanakah bentuk materi bahasa Inggris terintegrasi tersebut?

Dalam menjawab pertanyaan penelitian yang pertama, studi ini mengadaptasi model perancangan dari Kemp dan Banathy dan juga menerapkan metode R & D (metode penelitian dan pengembangan). Ada lima tahap diterapkan dalam studi ini. Tahap-tahap tersebut adalah: (1) Pengumpulan Penelitian and Informasi. Survei kebutuhan dilakukan dalam tahap ini. (2) Perencanaan. Peninjauan kembali silabus bahasa Inggris SMKN 5 Yogyakarta; penentuan tujuan khusus, topik dan tujuan umum dari materi; penentuan tujuan-tujuan belajar dilakukan dalam tahap ini. Selain itu, tahap ini ditujukan untuk merinci isi materi dan memilih kegiatan pembelajaran dan sumber-sumbernya. (3) Pengembangan Bentuk Awal Produk. Dalam tahap ini, materi dirancang berdasarkan hasil dari Perencanaan. (4) Pengujian Awal di Lapangan. Uji coba terhadap materi dilakukan dan kuesioner dibagikan kepada beberapa guru bahasa Inggris SMKN 5 Yogyakarta dan dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma. (5) Perbaikan Utama Produk. Data-data yang terkumpul dari Pengujian Awal di Lapangan dianalisa. Hasil analisa menunjukkan bahwa nilai rata-ratanya 3.8 berkisar antara 3.6 sampai 4 pada skala 5. Dari hasil ini dapat disimpulkan bahwa materi dapat diterima dan digunakan di sekolah.

Dalam menjawab pertanyaan penelitian yang kedua, studi ini menyajikan hasil akhir dari materi. Materi terdiri dari empat unit. Setiap unit terbagi menjadi dua bagian utama yaitu *Oracy Cycle* dan *Literacy Cycle*. Setiap bagian meliputi empat aktivitas, yaitu (1) *Building Knowledge of the Field*, (2) *Modelling of the Text*, (3) *Joint Construction of the Text*, dan (4) *Independent Construction of the Text*.

Materi ini diharapkan dapat diterapkan di sekolah untuk memfasilitasi siswa-siswa dalam meningkatkan kemampuan mereka berkomunikasi menggunakan bahasa Inggris dan juga mempersiapkan mereka dalam menghadapi dunia kerja yang sesungguhnya.