

ABSTRACT

Desi Trisiwiyanti. 2016. *PowerPoint*-based English Materials for Elementary School Students. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University

This study aims to develop *PowerPoint*-based English materials for fifth grade elementary school students with two research questions; (1) *What do the PowerPoint-based English materials for elementary school students look like?* and (2) *Which pedagogical aspects of CALL are dominant in the materials?*

This study employed two research designs. To answer the first research question, research and development (R&D) was employed. Seven steps of R & D cycles were conducted, namely research information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision. To answer the second research question, a survey design was employed. From the two research designs, two kinds of data were obtained, namely quantitative and qualitative data. The quantitative data were from close-ended questionnaires, while the qualitative data were from the open-ended questionnaires, interview, and classroom observation. This study involved 3 experts on materials development, 2 experts on media / technology, and 21 fifth-graders.

The answer to the first research question is that there are six main parts of the materials, namely the *Presentation Stage*, *Practice Stage*, *Production Stage*, *Review*, and *Reflection*. Based on the questionnaire results of expert validation, the developed materials meet the principles of materials development, contain the eight pedagogical aspects in CALL, and meet the criteria of well-designed software. In addition, the answer to the second research question is that all pedagogical aspects in CALL were found dominant in the materials. This result was based on the user validation questionnaire and classroom observation during main field testing. Those eight pedagogical aspects are (a) learners have opportunities to interact and negotiate meaning ($x = 4.6$), (b) learners interact in the target language with an authentic audience ($x = 4.7$), (c) learners are involved in authentic tasks ($x = 4.5$), (d) learners are exposed to and encouraged to produce varied and creative language ($x = 4.7$), (e) learners have enough time and feedback ($x = 4.1$), (f) learners are guided to attend mindfully to the learning process ($x = 4.7$), (g) learners work in an atmosphere with an ideal stress/anxiety level ($x = 4.5$), and (h) learner autonomy is supported ($x = 4.1$). All the mean scores were considered good and very good, thus the materials were acceptable for the students.

Keywords: *Materials Development, English for Young Learners, PowerPoint, CALL*

ABSTRAK

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Penelitian ini bertujuan untuk mengembangkan materi Bahasa Inggris berbasis *PowerPoint* untuk siswa kelas lima sekolah dasar dengan dua rumusan masalah; (1) *Seperti apakah materi Bahasa Inggris berbasis PowerPoint untuk siswa sekolah dasar?* dan (2) *Aspek pedagogik mana saja yang muncul dalam materi tersebut?*

Penelitian ini menggunakan dua desain penelitian. Untuk menjawab permasalahan pertama, digunakan desain penelitian dan pengembangan. Tujuh langkah dalam penelitian pengembangan digunakan dalam penelitian ini, yaitu pengumpulan informasi (*research information collecting*), perencanaan (*planning*), pengembangan produk awal (*developing preliminary form of product*), uji lapangan awal (*preliminary field testing*), revisi produk utama (*main product revision*), uji lapangan utama (*main field testing*), and revisi produk operasional (*operational product revision*). Untuk menjawab pertanyaan kedua, desain *survey* digunakan. Dari dua jenis desain penelitian tersebut didapatkan dua macam data yaitu data kuantitatif dan data kualitatif. Data kuantitatif didapatkan dari kuesioner dengan pertanyaan tertutup, sedangkan data kualitatif didapatkan dari kuesioner dengan pertanyaan terbuka, wawancara, dan pengamatan kelas. Penelitian ini melibatkan 3 ahli materi, 2 ahli media / teknologi, dan 21 murid kelas lima sekolah dasar.

Hasil penelitian untuk rumusan masalah pertama menunjukkan bahwa terdapat 6 bagian utama dari materi, yaitu *Presentation Stage*, *Practice Stage*, *Production Stage*, *Review*, dan *Reflection*. Berdasarkan kuesioner validasi dari ahli, materi yang dikembangkan telah memenuhi prinsip pengembangan materi, bersisi 8 aspek pedagogik dalam *CALL*, memenuhi kriteria pengembangan perangkat lunak yang baik. Jawaban untuk rumusan masalah kedua adalah bahwa semua aspek pedagogik dalam *CALL* terdapat dalam materi yang dikembangkan. Hasil ini berdasarkan kuesioner validasi dari pengguna (murid) dan pengamatan kelas selama implementasi materi. Aspek tersebut adalah (a) siswa mampu berinteraksi dan merundingkan makna ($x = 4.6$), (b) siswa berinteraksi dengan audiens otentik menggunakan Bahasa Inggris ($x = 4.7$), (c) siswa dilibatkan dalam tugas-tugas otentik ($x = 4.5$), (d) siswa didorong untuk membuat bahasa yang variatif dan kreatif ($x = 4.7$), (e) siswa memiliki cukup waktu dan umpan balik ($x = 4.7$), (f) siswa dibimbing secara sadar untuk mengikuti proses belajar ($x = 4.7$), (g) siswa belajar dalam situasi yang ideal ($x = 4.5$), (h) kemandirian siswa terdukung ($x = 4.1$). Semua skor rata-rata tergolong baik dan sangat baik, sehingga materi yang dikembangkan dianggap sesuai untuk siswa.

Kata Kunci: Pengembangan Materi, Bahasa Inggris untuk Anak-Anak, *PowerPoint*, Pembelajaran Bahasa dengan Bantuan Komputer