

ABSTRACT

Yerinta, Agatha Pepy. 2010. *Designing a Set of English Instructional Reading Materials Based on Reciprocal Teaching Strategy for the First Semester of the Tenth Grade Students in SMA Stella Duce I Yogyakarta*. Yogyakarta: English Language Education Study Program: Sanata Dharma University.

The reading abilities determine the success of reading comprehension. Therefore, the students need to master reading skills to attain the comprehension achievement. Reciprocal teaching strategy proposed by Brown and Palinscar (1984) provides four strategies that support their reading comprehension mastery. They are *predicting, questioning, clarifying* and *summarizing*. This study was conducted to design a set of English instructional reading materials based on reciprocal teaching strategy for the first semester of the tenth grade students in SMA Stella Duce I Yogyakarta. There were two research questions in this study: (1) How is a set of English instructional reading materials based on reciprocal teaching strategy for the first semester of the tenth grade in SMA Stella Duce I Yogyakarta designed? and (2) What does the designed set of English instructional reading materials based on reciprocal teaching strategy for first semester of the tenth grade in SMA Stella Duce I Yogyakarta look like?

The writer adapted Kemp's and Yalden's instructional design models to answer the first question. There were nine steps employed. They were: (1) Conducting Needs Analysis, (2) Considering Goals, Topics and General Purposes, (3) Selecting the Syllabus types, (4) Specifying the Learning Objectives, (5) Selecting the Subject Content, (6) Selecting the Teaching-Learning Activities, (7) Designing the Materials, (8) Evaluating the Materials, and (9) Revising the Designed Materials.

The writer employed five steps of Research and Development cycle based on Borg and Gall. The steps were: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main product Revision.

The result of the materials evaluation, based on Preliminary Field Testing questionnaire, ranged from 3.75 up to 4.25. This showed that the designed materials were good and acceptable. The writer presented the final version of the designed materials after conducting some revisions based on the comments and suggestion to answer the second question. There are eight units in the designed materials. Each unit covers four strategies, called *predicting, questioning, clarifying* and *summarizing*.

Keywords: *design, reading, instructional materials, reciprocal teaching strategy*

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Kemampuan membaca menentukan kesuksesan dalam pemahaman bacaan. Oleh karena itu, para siswa perlu menguasai keterampilan dalam membaca untuk mencapai pemahaman dalam membaca. *Reciprocal teaching strategy* yang dikembangkan oleh Brown dan Palinscar (1984) menyuguhkan empat strategi, yaitu *predicting*, *questioning*, *clarifying* dan *summarizing*. Kajian ini dilaksanakan untuk mendesain materi membaca instruksional bahasa inggris berdasarkan *reciprocal teaching strategy* untuk kelas sepuluh semester pertama di SMA Stella Duce I Yogyakarta. Ada dua pertanyaan dalam penelitian ini, yaitu: (1) Bagaimana materi membaca instruksional bahasa Inggris berdasarkan *reciprocal teaching strategy* untuk kelas sepuluh semester pertama di SMA Stella Duce I Yogyakarta dikembangkan? dan (2) Seperti apa materi membaca instruksional bahasa inggris berdasarkan *reciprocal teaching strategy* untuk kelas sepuluh semester pertama di SMA Stella Duce I Yogyakarta tersebut?

Penulis mengadaptasi model desain instruksional dari Kemp dan Yalden untuk menjawab pertanyaan pertama. Ada sembilan langkah yang digunakan. Langkah-langkah tersebut adalah: (1) Melaksanakan Analisis Kebutuhan, (2) Menentukan Tujuan, Topik dan Tujuan Umum, (3) Menentukan Tipe Silabus, (4) Menentukan Objektif, (5) Menentukan Isi Pembelajaran, (6) Menentukan Kegiatan Belajar Mengajar, (7) Mendesain Materi, (8) Mengevaluasi Materi, dan (9) Memperbaiki Materi.

Penulis menggunakan lima langkah dari siklus R & D. Langkah-langkah tersebut adalah: (1) Pengumpulan Informasi, (2) Perencanaan, (3) Pengembangan Bentuk Awal dari Produk, (4) Pengujian Awal Lapangan, dan (5) Perbaikan Produk Utama.

Berdasarkan hasil kuesioner Pengujian Awal Lapangan, hasil dari evaluasi materi berkisar antara 3.75 sampai 4.25. Ini menunjukkan bahwa materi yang didesain bagus dan dapat diterima. Penulis mempresentasikan versi akhir dari materi, setelah melakukan perbaikan berdasarkan pendapat dan saran, untuk menjawab pertanyaan kedua. Ada delapan unit dalam materi. Masing-masing unit mencakup empat strategi, yaitu: *predicting*, *questioning*, *clarifying* dan *summarizing*.

Kata kunci: *design*, *reading*, *instructional materials*, *reciprocal teaching strategy*