

## ABSTRACT

Widiana. 2006. *Designing a Set of Integrated Instructional Materials Based on Multiple Intelligences Theory for the Second Grade of Pangudi Luhur 2 Junior High School Students*. Yogyakarta: Sanata Dharma University.

Based on the definition of multiple intelligences, there are many kinds of intelligences in each person; verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal. Although every person has these seven intelligences but the development of each intelligence in each person is different. This condition also occurs to children including the Junior High School students. Unfortunately, many teaching materials for Junior High School level do not value the uniqueness of each student. The teaching materials are more apt to emphasize on the verbal-linguistic or logical-mathematical intelligences. As the result many students feel depressed of trying hard to understand the lesson.

Seeing the above situation and based on the writer's background, a set of instructional English materials based on multiple intelligences for the second grade of Pangudi Luhur 2 Junior High School students were designed. The materials focus on developing the students' dominant intelligences and their other intelligences. There were two problems formulated in designing the materials, first is how the materials based on multiple intelligences theory was designed, second is what the materials based on multiple intelligences theory looked like.

To answer the first question, the writer went through seven steps. The seven steps were the combination of Kemp's and Yalden's models, the steps were; conducting needs survey, stating the goals, topics, and general purposes, stating the learning objectives, selecting the type of syllabus, classifying the subject contents, choosing the teaching-learning activities, and evaluation. To answer the second question, a set of instructional materials based on the multiple intelligences theory were designed. There are eight units in the designed materials. Each unit is divided by four main activities, they are: pep up your mind, check this out, let's do it, and try it out.

In obtaining the final version of the materials, evaluation was conducted through distributing questionnaires to eight people. The questionnaires were in the points of agreements. The results of the questionnaires were 4 for the mean and median, and for the scores of mean were 3.6 up to 4.4. Although the mean scores were high, but some parts in the materials needed to be revised. After the materials had been revised and presented as the final revision, then it can be concluded that the materials were suitable for English teaching materials for the second grade students of Pangudi Luhur 2 using multiple intelligences theory.

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Berdasarkan pada definisi inteligensi ganda yaitu terdapat banyak inteligensi dalam setiap orang; verbal-linguistik, matematis-logis, ruang-visual, musik, kinestetik-badani, interpersonal, dan intrapersonal. Walaupun setiap orang memiliki semua inteligensi ini tetapi perkembangan setiap inteligensi pada setiap orang berbeda. Keadaan ini juga terjadi pada anak-anak termasuk murid Sekolah Menengah Pertama (SMP). Tetapi, banyak materi pengajaran untuk SMP tidak mempertimbangkan keunikan setiap murid. Materi pengajaran banyak lebih menekankan pada inteligensi verbal-linguistik atau matematis-logis. Pada akhirnya murid akan merasa tertekan karena sulitnya murid mengikuti pelajaran.

Menelaah dari situasi diatas dan berdasarkan latar belakang pendidikan penulis, materi bahasa Inggris berdasarkan teori inteligensi ganda untuk kelas dua SMP Pangudi Luhur 2 di dibuat. Materi ini bertujuan untuk mengembangkan inteligensi domain murid dan inteligensi mereka yang lain. Ada dua masalah yang diformulasikan dalam membuat materi ini. Pertama, bagaimana materi berdasarkan teori inteligensi ganda dibuat dan kedua, materi tersebut akan seperti apa

Untuk menjawab pertanyaan pertama, tujuh langkah dilakukan. Tujuh langkah tersebut adalah: melakukan survei, menyatakan tujuan, topic, dan tujuan umum, menyatakan tujuan pembelajaran, memilih tipe silabus, isi, kegiatan belajar-mengajar, dan evaluasi. Dan untuk menjawab pertanyaan kedua, materi berdasarkan inteligensi ganda dibuat. Terdapat delapan unit di dalam materi dan di setiap materi terdapat empat aktivitas. Aktivitas-aktivitas itu adalah: pep up your mind, check this out, let's do it, dan try it out.

Untuk mencapai revisi akhir materi, diperlukan evaluasi. Evaluasi dilakukan dengan menyebarkan kuesioner pada delapan orang. Kuesioner tersebut dalam bentuk nilai persetujuan. Hasil dari kuesioner adalah angka 4 untuk angka yang banyak di pilih dan nilai tengah dan untuk nilai rata-rata dari 3.6 sampai 4.4. Meskipun nilai rata-rata tinggi, beberapa bagian dari materi masih harus direvisi. Setelah materi di revisi, baru materi ini dapat dikatakan materi yang cocok untuk menjadi bahan pengajaran bahasa Inggris yang menggunakan teori inteligensi ganda untuk murid kelas 2 SMP Pangudi Luhur 2.