

ABSTRACT

Sundari, Dwi Retno. (2006). *Designing a Set of English Instructional Materials to Teach Basic Speaking Ability based on the Theory of Multiple Intelligences to the First Grade Students of SD Kanisius Baciro Yogyakarta*. Yogyakarta: Sanata Dharma University

This study is concerned with the designed set of English materials that could be used to teach basic speaking based on the theory of multiple intelligences to the first grade students of *SD Kanisius Baciro* in *Yogyakarta*.

There are two questions to be answered in this study. 1) How is a set of English materials to teach basic speaking ability based on the theory of Multiple Intelligences to the first grade students at *SD Kanisius Baciro Yogyakarta* designed? 2) What does the designed set of materials look like?

To answer the first question, the designer conducted pre-design survey and adapted three design models from Banathy, Kemp, and Yalden. The pre-design survey was done by observing the students' behavior, interviewing and distributing questionnaires to the English teachers of *SD Kanisius Baciro*. While the adapted design model consists of six steps, namely (1) conducting needs survey, (2) formulating goals, topics, and general purposes, (3) formulating the objectives, (4) selecting teaching-learning activities, (5) constructing a set of instructional materials, (6) evaluating instructional materials. The answer to the first question is the result of the pre-design survey and the adapted model.

To answer the second question, the designer conducted post-design survey. It was done by distributing questionnaires to the respondents from lecturers of English Language Education Study Program and English Letters Sanata Dharma University, English instructors from PURIKIDS, English teacher in *SD Kanisius Baciro*, and English teacher in *SD Tumbuh Yogyakarta*. The post-design survey was conducted to obtain feedback from the respondents that became the basis to evaluate, improve, and revise the designed materials. The answer to the second question is the revised materials called "Welcome English Book" that consists of twelve units in which eight units as the introduction to the new topics, three units as the review, and one unit as the evaluation. Based on the statistical calculation result, the average point of agreement of mean was 3.9. This indicated that the designed materials were good and acceptable.

Eventually, in order to teach "Welcome English Book" successfully, teachers should be able to encourage the students to participate in every task by understanding their strengths and weaknesses. However, a personal approach to each student is needed in order to make the students comfortable, safe, and confident to follow the lesson.

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Studi ini membahas tentang penyusunan materi pengajaran keterampilan berbicara berdasarkan pada teori kecerdasan ganda bagi siswa kelas satu di SD Kanisius Baciro Yogyakarta.

Ada dua pertanyaan yang dijawab dalam studi ini. Pertanyaan tersebut adalah: 1) Bagaimanakah materi pengajaran keterampilan berbicara berdasarkan teori kecerdasan ganda untuk siswa kelas satu SD Kanisius Baciro Yogyakarta disusun?; 2) Seperti apakah seperangkat materi pengajaran itu?

Untuk menjawab pertanyaan pertama, penyusun melakukan survei pra penyusunan materi dan mengadaptasi tiga model dari Banathy, Kemp, dan Yalden. Survei pra penyusunan materi dilakukan dengan cara mengadakan pengamatan, melakukan wawancara, dan membagikan kuesioner kepada guru bahasa Inggris di SD Kanisius Baciro Yogyakarta. Sedangkan model yang diadaptasi terdiri dari enam langkah yaitu (1) Melakukan survei kebutuhan, (2) Merumuskan tujuan khusus, topik, dan tujuan umum, (3) Merumuskan tujuan pengajaran, (4) Menyeleksi kegiatan-kegiatan pembelajaran, (5) Membuat desain materi, (6) Melakukan evaluasi dan revisi pada desain materi. Hasil dari survei pra penyusunan materi dan model yang diadaptasi merupakan jawaban dari pertanyaan pertama

Untuk menjawab pertanyaan kedua, penyusun melakukan survei paska penyusunan materi. Survei ini dilakukan dengan cara membagikan kuesioner kepada dosen bahasa Inggris di Universitas Sanata Dharma, pengajar di PURIKIDS, guru bahasa Inggris di SD Kanisius Baciro, dan guru bahasa Inggris di SD Tumbuh Yogyakarta. Tujuan dari survei paska penyusunan materi adalah untuk mendapatkan evaluasi dari responden yang kemudian digunakan sebagai bahan untuk memperbaiki, meningkatkan, dan merevisi desain materi. Jawaban dari pertanyaan kedua adalah materi yang diberi judul "*Welcome English Book*" yang terdiri dari dua belas bab dimana delapan bab digunakan. Berdasarkan dari penghitungan statistik, terlihat bahwa nilai rata-rata yang didapat dari para responden adalah 3,9. Hal ini menunjukkan bahwa materi yang disajikan dalam desain ini sudah baik dan bisa diterima.

Pada akhirnya, untuk dapat mengajarkan "*Welcome English Book*" dengan sukses, guru harus mampu membuat siswa/siswinya berpartisipasi aktif di setiap kegiatan dengan cara memahami kelemahan dan kelebihan mereka. Bagaimanapun juga, pendekatan secara individu sangat dibutuhkan agar siswa/siswi merasa nyaman, aman, dan percaya diri dalam mengikuti pelajaran.