

ABSTRACT

Sabdojati, Caecilia Retnaningtyas. 2007. *Designing a Set of Supplementary Reading Materials Using the Adaptation of Language Experience Approach for the Seventh Grade Students of SMP N 8 Yogyakarta*. Yogyakarta: English Language Education Program, Sanata Dharma University.

The study aims to design a set of supplementary reading materials using the adaptation of Language Experience Approach for the seventh grade students of SMP N 8 Yogyakarta. Developing materials using the adaptation of the Language Experience approach is potential in improving students' motivation and reading skills.

The study deals with two problems: (1) How is a set of supplementary reading materials using the adaptation of Language Experience Approach for the seventh grade students of SMP N 8 Yogyakarta designed? and (2) What does the set of supplementary reading materials using the adaptation of Language Experience Approach for the seventh grade students of SMP N 8 Yogyakarta look like?

To solve the first problem, the writer adapted and combined the instructional design models offered by Kemp and Yalden. There were eight steps to design the materials, namely: (1) Conducting a Needs Survey, (2) Determining Goal, Topics, and General Purposes, (3) Stating Learner's Objectives, (4) Listing Subject Contents, (5) Selecting Teaching Learning Activities and Resources, (6) Designing Materials, (7) Evaluating the Designed Materials, and (8) Revising the Materials.

The writer conducted educational research and development (R&D) in which the research process was used to develop a set of supplementary reading materials. To gain data for material development, the writer conducted survey research. It was divided into two stages, pre-design survey and post-design survey. In conducting the survey study, the writer used two instruments, namely questionnaires and an interview. The first questionnaire was distributed to 38 students of class VII-5 of SMP N 8 Yogyakarta to assess learners' needs. Besides, the writer conducted an interview with their English teacher to collect additional information. Having finished designing a set of materials, the writer distributed the second questionnaire to a lecturer of English Language Study Program of Sanata Dharma University and four English teachers of SMP N 8 Yogyakarta to obtain opinions, comments, criticisms, and suggestions on the designed materials.

To solve the second problem the writer presented the final version of the designed materials. There are two major parts in each unit. The first is "*Prior Project*". A number of tasks should be completed before starting the lesson. The second consists of four sections, namely (1) *Tell Your Story!* (2) *Let's Write and Read*

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

It! (3) Explore Your Story! (4) Word Bank and Story Collections. They are done during the learning process in class. The presentation of the final version of the designed materials can be seen in Appendix J.

Based on the results of the post-designed survey, the writer concluded that the designed materials were acceptable and appropriate. It was shown from the data presentation of the descriptive statistics in which the grand mean is 4 (four). However, some revisions and improvements were still made to present better designed materials.

Finally, the writer expects that the designed set of materials will be useful for the students and for the teachers who will implement the materials and also inspire other researchers who will conduct a research and English teachers who will develop materials which in relation to these developed materials.

