

ABSTRACT

Swastiani, Widya. 2007. *Designing a Set of English Instructional Materials Incorporating Multiple Intelligences Theory for the Fourth Grade Students of SDN Ungaran II Yogyakarta*. Yogyakarta: English Language Education Program, Sanata Dharma University.

The study is intended to design a set of English instructional materials incorporating Multiple Intelligences theory for the fourth grade students of SDN Ungaran II Yogyakarta. There are eight kinds of intelligences; verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. Every child has his/her own unique interest in learning. Unfortunately, the materials for elementary school students only provide monotonous learning practice. The materials do not accommodate the students' interest and talents. As a result many students feel bored when learning English. Based on the above situation, the materials that give various activities are developed by making use of students' intelligences. The students are expected to have fun in different ways of learning

There were two problems to be solved in this study. The first problem was how a set of English instructional materials incorporating Multiple Intelligences theory for the fourth grade students of SDN UNGARAN II Yogyakarta was designed. The second problem was what the set of the designed materials looked like. Therefore, the writer used educational research and development since the focus of this study was to develop the materials.

To gain the data for the materials development, the writer conducted survey research. It was divided into two parts, namely needs survey and evaluation survey. The writer used two instruments in the survey research: interview and questionnaire. The first type of questionnaire was distributed to the fourth grade students of SDN UNGARAN II Yogyakarta. Besides, the writer also conducted an interview with an English teacher to obtain additional information. After a set of materials were designed, the writer distributed the second type of questionnaire to an English lecturer of Sanata Dharma, two English instructors of PURI and ALPHA Yogyakarta, and three English teachers of SDN UNGARAN II Yogyakarta, to gain opinions and suggestions on the designed materials.

To solve the first problem, the writer applied an instructional design model, which was the combination of two models offered by Kemp and Yalden. The combination of these models is needed in order to complete each other. The combined model consists of seven steps that could be used effectively in designing the materials. The steps were (1) conducting a needs survey, (2) stating the goal, topics, and general purposes, (3) identifying learner's characteristic, (4) stating learning objectives, (5) selecting the teaching and learning activities, (6) evaluating, (7) revising.

To solve the second problem, the writer presents the final version of the designed materials on appendices. There are eight units of materials presented. Each

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unit is divided into five sections. The sections of each unit are *Let's Sing!*, *Look, Listen and Repeat!*, *Let's Find Words!*, *Let's Practice!*, and *Let's Have Fun!*

The writer analyzed the data after the second type of survey was conducted. The result of the analysis indicated that the means ranged from 3.5 to 4.1. This means that the design was suitable and acceptable.

Finally, the writer expects that these designed set materials will be useful for the fourth grade students and English teachers in elementary school who would like to apply this set of designed materials. Moreover, the writer also expects that the designed set of materials will inspire other researchers and English teachers to improve the instructional materials for the students.

