

ABSTRACT

Maran, Innocentia M. 2005. *Designing a Set of English Supplementary Reading Materials Based on Works of Literature for the Second Grade Students of BOPKRI 2 Senior High School, Yogyakarta*. Yogyakarta: English Language Education. Department of Language and Arts Education. Faculty of Teachers Training and Education. Sanata Dharma University.

This study was conducted to design a set of English supplementary reading materials based on works of literature for the second grade students of BOPKRI 2 Senior High School, Yogyakarta. The purpose of this design was to bring out the essence of literary texts, since it may satisfy the need for some concrete content that may stimulate genuine communication in the classroom, by raising themes and issues that are of real interest to all players in the language learning game.

There were two problems considered in this study. The first problem dealt with how a set of English supplementary reading materials based on works of literature for the second grade students of BOPKRI 2 Senior High School, Yogyakarta, was designed. The second problem dealt with what the designed set of materials would look like.

The writer conducted two surveys to solve the above problems. They were pre-design and post-design surveys. The pre-design survey was aimed at gaining information for a needs analysis, which was to design the materials. This was done by distributing the questionnaires to two classes of second grade students of BOPKRI 2 Senior High School and by holding an informal interview with related English teacher. The post-design survey was aimed at gaining feedback and evaluation from respondents for the designed set of materials. The respondents were three English teachers of BOPKRI 2 Senior High School, two English teachers of Sang Timur Senior High School, an English teacher of Stella Duce 1 Senior High School, and four lecturers of the English Language Study Program of Sanata Dharma University.

In designing the materials, the writer applied six steps, which were adapted from Kemp's and Yalden's Instructional Design. The steps were: (1) Conducting a Needs Survey, (2) Determining Goal, Topics and General Purposes, (3) Formulating Specific Learning Objectives, (4) Listing Subject Contents, (5) Selecting Teaching and Learning Activities, and (6) Evaluating. The writer developed eight units which were determined according to the needs survey. Furthermore, each unit consisted of four sections, namely Setting the context, Reading the text, Responding to the text and Expansion.

The descriptive statistics of the respondents' opinions, which was obtained from the post-design survey, showed that the mean was in range between 3.9 up to 4.15, the median and mode were in point 4. In conclusion, the designed set of materials was fairly good and acceptable. The writer hopes that this designed set of materials can give many benefits and be useful to improve the students' skills, especially in reading.

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Studi ini dilaksanakan untuk meyusun seperangkat materi tambahan bacaan bahasa Inggris yang berdasarkan karya-karya kesusastraan bagi siswa kelas dua SMU BOPKRI 2 , Yogyakarta. Tujuan penulisan materi ini adalah untuk menunjukkan pentingnya karya kesusastraan untuk memenuhi kepuasan atau kesenangan konkret, yang dapat mendorong adanya komunikasi di dalam kelas, dengan mengangkat tema-tema atau isu yang menarik bagi semua pemain didalam suatu permainan bahasa.

Ada dua permasalahan yang perlu dipertimbangkan dalam studi ini. Masalah yang pertama berkaitan dengan bagaimana seperangkat materi tambahan bacaan bahasa Inggris berdasarkan karya-karya kesusastraan bagi siswa kelas dua SMU BOPKRI 2, Yogyakarta, disusun. Masalah kedua berkaitan dengan bentuk seperangkat materi tersebut.

Penulis mengadakan dua survei untuk memecahkan kedua masalah diatas. Survei tersebut adalah survei sebelum dan sesudah menyusun materi. Survei sebelum menyusun materi bertujuan untuk mendapatkan informasi untuk analisis kebutuhan, yaitu untuk menyusun materi. Survei ini dilaksanakan dengan membagikan kuesioner di dua kelas tingkat dua SMU BOPKRI 2 dan dengan mengadakan wawancara informal dengan guru bahasa Inggris terkait. Survei setelah menyusun materi bertujuan untuk memperoleh feedback dan evaluasi dari para responden untuk materi yang telah disusun sebelumnya. Para responden adalah tiga guru bahasa Inggris SMU BOPKRI 2, dua guru bahasa Inggris SMU Sang Timur, seorang guru bahasa Inggris SMU Stella Duce 1 dan empat dosen program studi Bahasa Inggris di Universitas Sanata Dharma.

Didalam menyusun materi pengajaran, penulis menerapkan enam langkah yang diadaptasi dari model instruksional Kemp dan Yalden. Langkah-langkah tersebut adalah: (1) Mengadakan survei kebutuhan, (2) Menentukan tujuan dan topic, (3) Merumuskan tujuan khusus, (4) Membuat daftar pokok isi, (5) Menyeleksi aktivitas belajar dan pembelajaran, dan (6) Mengevaluasi materi. Penulis mengembangkan delapan unit yang ditetapkan berdasarkan survei kebutuhan siswa. Selanjutnya, setiap unit terdiri dari empat bagian, yaitu *Setting the context, Reading the text, Responding to the text dan Expansion*.

Statistik deskriptif terhadap pendapat responden, yang diperoleh dari survey setelah menyusun materi, menunjukkan bahwa nilai rata-rata berkisar dari 3.9 sampai 4.15, nilai tengah dan nilai yang sering muncul adalah 4. Sebagai kesimpulan, desain materi ini layak dan bagus. Penulis berharap materi ini dapat memberikan banyak manfaat dan berguna untuk mengembangkan ketrampilan bahasa Inggris siswa, terutama didalam ketrampilan membaca.