

## ABSTRACT

Indrawati, Anastasia Beni. 2009. *Developing Teaching Strategies Based on Reflective Pedagogy for Integrated Reading and Writing*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Reading and writing are a part of English lesson that is taught in Senior High School. In fact, nowadays, there are many Senior High School students who still have poor reading and writing proficiencies. The problems in reading comprehension give bad impacts to the students' writing proficiency. The students lack writing skill because of their poor reading proficiency since those two skills have strong relation. Unfortunately, the teaching of reading and writing is still problematic since the English teacher does not apply particular teaching strategies to enhance the students reading and writing skills. Considering that, this study is then aimed at developing teaching strategies based on Reflective pedagogy for integrated reading and writing. The design teaching strategies are completed with the materials for the tenth grade students of *SMA Negeri 11 Yogyakarta*. The design teaching strategies are expected to help the English teacher to teach reading and writing skills and the students to solve the problems they encountered and further enhance reading and writing skills of them.

There was one question formulated in the problem formulation i.e. What is the designed teaching strategies based on Reflective pedagogy for integrated reading and writing?

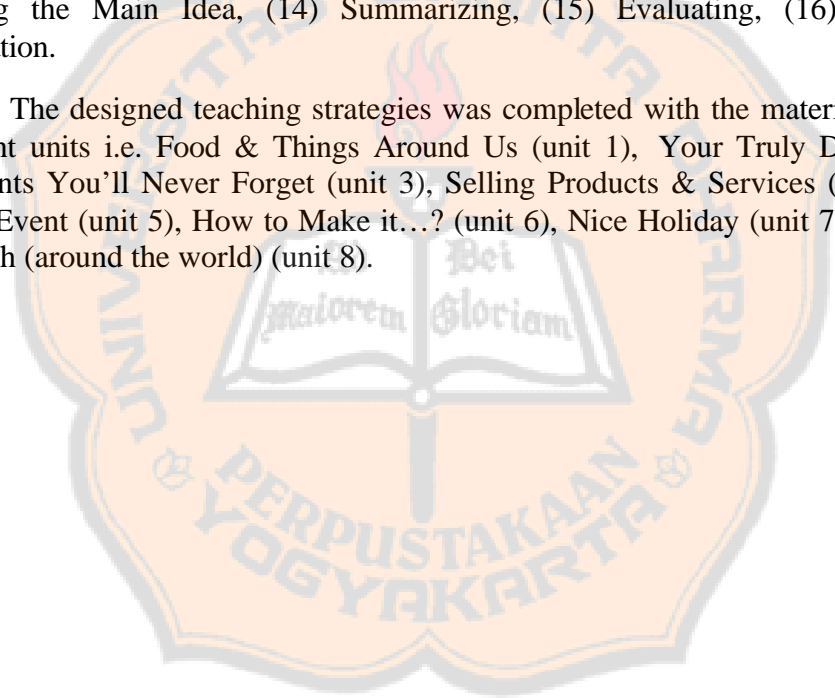
Some steps of Educational Research and Development (R & D) method were employed to solve the problems identified this study. These steps were (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

To answer the research question, I employed the adaptation of Kemp's and Yalden's instructional design models as the realization of Research and Development (R&D) method. I adapt three steps of Kemp's model. They are determining goals, topics and purposes, stating learning objectives and selecting teaching learning activities and materials. I also take two important stages of Yalden's model which could not be found in Kemp's model, namely needs survey and designing the teaching strategies. In brief, I set seven stages resulting from the adaptation and combination of two instructional design models namely (1) Conducting Need Survey, (2) Determining Goals, Topics, General Purposes, (3) Stating Learning Objectives, (4) Selecting Teaching Learning Activities and Materials, (5) Designing the Teaching Strategies, (6) Evaluating, (7) Revising.

In this study, the data obtained through needs survey was served as the basis to develop the teaching strategies. Once being completed, the designed teaching strategies were evaluated by some English teachers and lecturer. The evaluation was described in terms of central tendency. The data showed that the means ranged from 3.6 to 4.6, indicating that the designed teaching strategies was acceptable and well-developed, although some revision was necessary. The evaluation was then employed as the basis for revision.

The designed teaching strategies based on Reflective pedagogy for integrated reading and writing consists of sixteen strategies i.e. (1) Asking Questions to Clarify, (2) Predicting, (3) Activating Background Knowledge, (4) Checking Comprehension, (5) Discussion, (6) Listening, (7) Writing, (8) Independent Reading, (9) Guided Reading, (10) Retelling, (11) Understanding Text Organization, (12) Games, (13) Getting the Main Idea, (14) Summarizing, (15) Evaluating, (16) Student-self Evaluation.

The designed teaching strategies was completed with the materials consisting of eight units i.e. Food & Things Around Us (unit 1), Your Truly Diary (unit 2), Moments You'll Never Forget (unit 3), Selling Products & Services (unit 4), Your Great Event (unit 5), How to Make it...? (unit 6), Nice Holiday (unit 7), and Legend & Myth (around the world) (unit 8).



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*Reading* dan *writing* merupakan bagian dari pelajaran bahasa Inggris yang diajarkan di Sekolah Menengah Atas. Kenyataannya, saat ini, ada banyak siswa SMA yang masih memiliki permasalahan untuk *reading* dan *writing*. Masalah-masalah dalam *reading comprehension* yang dihadapi oleh siswa memberikan dampak buruk terhadap kemampuan *writing* mereka. Kekurangan kemampuan siswa untuk *writing* disebabkan kemampuan *reading* siswa yang kurang baik. Hal ini terjadi karena *reading* dan *writing* memiliki hubungan yang sangat kuat. Namun demikian, sangat disayangkan bahwa pengajaran *reading* dan *writing* masih ada kendala karena guru bahasa Inggris tidak menerapkan strategi mengajar tertentu untuk mempertinggi kemampuan *reading* dan *writing* siswa. Memperhatikan hal tersebut, penelitian ini bertujuan mengembangkan strategi mengajar berdasarkan *Reflective pedagogy* untuk pengajaran integrasi *reading* dan *writing*. Desain strategi mengajar ini dilengkapi dengan materi untuk siswa kelas X SMA Negeri 11 Yogyakarta. Desain strategi mengajar ini diharapkan dapat membantu guru dalam mengajar *reading* dan *writing* dan siswa diharapkan dapat memecahkan masalah serta meningkatkan kemampuan *reading* dan *writing* mereka.

Dalam penelitian ini, terdapat satu pertanyaan dalam perumusan masalah yaitu Bagaimanakah desain strategi mengajar berdasarkan *Reflective pedagogy* untuk pengajaran integrasi *reading* dan *writing*.

Beberapa langkah dalam metode Educational Research and Development (R & D) digunakan untuk menjawab pertanyaan dalam penelitian ini. Langkah-langkah tersebut adalah (1) Penelitian dan pengumpulan informasi, (2) Perencanaan, (3) Pengembangan bentuk awal produk, (4) Pengujian awal di lapangan, dan (5) Revisi produk.

Untuk menjawab pertanyaan dalam perumusan masalah, penulis mengadaptasi model perencanaan instruksional yang dikembangkan oleh Kemp dan Yalden sebagai dasar pengembangan strategi mengajar. Penulis mengadaptasi tiga langkah dari model perancangan instruksional Kemp. Langkah-langkah tersebut

adalah perumusan tujuan, topik, dan tujuan umum, perumusan tujuan khusus, dan pengembangan materi pembelajaran. Penulis juga mengadaptasi dua langkah penting dari model perancangan instruksional Yalden yang tidak bisa ditemukan di model perancangan instruksional Kemp yaitu Survei Analisa Kebutuhan dan Pengembangan strategi pengajaran. Singkatnya, penulis menggunakan 7 langkah dari hasil pengadaptasian dan pengkombinasian dari dua model perancangan instruksional yaitu (1) Survei Analisa Kebutuhan, (2) Perumusan tujuan, topik dan tujuan umum, (3) Perumusan tujuan khusus, (4) Pengembangan kegiatan dan materi pembelajaran, (5) Pengembangan strategi pengajaran, (6) Pengevaluasian, (7) Perevisian.

Dalam penelitian ini, data yang diperoleh melalui survei analisa kebutuhan siswa digunakan sebagai dasar pengembangan strategi mengajar. Strategi mengajar yang telah selesai dirancang kemudian dievaluasi oleh para guru dan dosen bahasa Inggris. Hasil analisa data tersebut menunjukkan bahwa nilai rata-rata berkisar antara 3,6 – 4,6 dalam skala 1 – 5. Berdasarkan data tersebut, dapat disimpulkan bahwa strategi mengajar yang dirancang telah dikembangkan dengan baik dan dapat diterima. Meskipun demikian, revisi masih perlu dilaksanakan. Data yang diperoleh dari hasil evaluasi kemudian digunakan sebagai acuan untuk revisi.

Rancangan strategi mengajar berdasarkan *Reflective pedagogy* untuk pengajaran integrasi reading dan writing terdiri dari enam belas strategi mengajar yaitu 1) *Asking Questions to Clarify*, (2) *Predicting*, (3) *Activating Background Knowledge*, (4) *Checking Comprehension*, (5) *Discussion*, (6) *Listening*, (7) *Writing*, (8) *Independent Reading*, (9) *Guided Reading*, (10) *Retelling*, (11) *Understanding Text Organization*, (12) *Games*, (13) *Getting the Main Idea*, (14) *Summarizing*, (15) *Evaluating*, (16) *Student-self Evaluation*.

Rancangan strategi mengajar juga dilengkapi dengan materi yang terdiri dari delapan unit yaitu *Food & Things Around Us (unit 1)*, *Your Truly Diary (unit 2)*, *Moments You'll Never Forget (unit 3)*, *Selling Products & Services (unit 4)*, *Your Great Event (unit 5)*, *How to Make it...? (unit 6)*, *Nice Holiday (unit 7)*, and *Legend & Myth (around the world) (unit 8)*.