

### ABSTRACT

Hardini, Natalia. 2010. *Designing a Set of English Vocabulary Instructional Materials Based on Multiple Intelligences for the Fourth Grade Students of SD Negeri Dayuharjo Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The study is intended to design a set of English vocabulary instructional materials based on Multiple Intelligences for the fourth grade students of *SD Negeri Dayuharjo* Yogyakarta. There are eight types of intelligences; verbal-linguistics, logical-mathematical, visual-spatial, musical, bodily kinesthetic, interpersonal, intrapersonal, and naturalist. Children have their own unique interest in learning. Unfortunately, the students are provided monotonous activities that most of the activities only develop students' linguistic intelligence.

There were two problems to be solved in this study. They were (1) How is a set of English vocabulary instructional materials based on multiple intelligences for the fourth grade students of *SD Negeri Dayuharjo* Yogyakarta designed? (2) What does the design of a set of English vocabulary instructional materials based on multiple intelligences for the fourth grade students of *SD Negeri Dayuharjo* Yogyakarta look like?

The writer applied research and development method in this study. To solve the first problem, the writer designed a set of instructional materials by combining Kemp's and Yalden's models. The combined model consists of eight steps that could be applied effectively in designing the materials. The steps were (1) conducting needs survey, (2) stating goal, topics, and general purposes, (3) Stating learning objective, (4) listing the subject contents, (5) developing the syllabus, (6) selecting teaching learning activities and instructional resources, (7) designing the materials, (8) evaluating and revising the designed materials.

To solve the second problem, the writer designed the materials. The materials consisted of eight units. Each unit was divided into four parts, namely *Look, Listen and Repeat!*, *Let's Practice!*, *Let's Have Fun!*, and *Homework*. *Look, Listen, and Repeat!* was the pre-activity. *Let's Practice!* was a part where students provided with activities to accomplish the knowledge they have already acquired. *Let's Have Fun!* was the post-activity, and *Homework* was the part where the students review the material individually. Each unit developed various intelligences. They were 5 to 8 intelligences which were developed in each unit. The designed materials had covered eight intelligences although the distribution of the intelligences was different.

The preliminary field testing showed that the percentage range for the designed materials was from 67% to 100%. It meant that the materials were good and acceptable. The writer hopes that this study will be useful for the fourth grade students and English teachers in elementary school who would like to apply this set of designed materials.

Keywords: Vocabulary, Multiple Intelligences

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Studi ini bertujuan untuk menyusun satu set materi kosakata Bahasa Inggris yang berdasarkan kecerdasan majemuk untuk siswa kelas empat SD Negeri Dayuharjo Yogyakarta. Ada delapan jenis kecerdasan: verbal-linguistik, matematis-logis, ruang-visual, kinestetik-badani, interpersonal, intrapersonal, dan alam. Anak-anak memiliki ketertarikan yang unik dalam pembelajaran. Tetapi, para siswa diberikan kegiatan yang monoton dimana sebagian besar kegiatannya hanya mengembangkan kecerdasan linguistik.

Terdapat dua permasalahan yang dibahas dalam studi ini. Permasalahan tersebut yaitu (1) Bagaimana satu set materi kosakata Bahasa Inggris yang berdasarkan kecerdasan majemuk untuk siswa kelas empat SD Negeri Dayuharjo Yogyakarta didesain? (2) Seperti apakah penyajian satu set materi kosakata Bahasa Inggris yang berdasarkan kecerdasan majemuk untuk siswa kelas empat SD Negeri Dayuharjo Yogyakarta?

Penulis menerapkan metode riset dan pengembangan dalam studi ini. Untuk memecahkan masalah pertama, penulis mendesain materi dengan mengkombinasikan model Kemp dan Yalden. Kombinasi tersebut terdiri dari delapan tahap yang dapat digunakan secara efektif dalam mendesain materi. Adapun tahap-tahap tersebut adalah (1) melakukan survey kebutuhan siswa, (2) menentukan sasaran, topik, dan tujuan umum, (3) merumuskan indikator, (4) menyusun subjek isi, (5) mengembangkan silabus, (6) memilih aktifitas belajar mengajar dan sumbernya, (7) mendesain materi, (8) mengevaluasi dan memperbaiki materi yang telah didesain.

Untuk memecahkan masalah kedua, penulis mendesain materinya. Materi yang didesain terdiri dari delapan unit. Setiap unit dibagi dalam empat bagian, yaitu *Look, Listen and Repeat!*, *Let's Practice!*, *Let's Have Fun!*, dan *Homework*. Setiap unit mengembangkan berbagai macam kecerdasan. Ada 5 sampai 8 kecerdasan yang dikembangkan pada setiap unit. Materi yang didesain telah mencakup delapan kecerdasan meskipun distribusi kecerdasannya berbeda-beda.

Evaluasi pra-area menunjukkan bahwa batas persentase pada materi yang didesain mulai dari 67% sampai 100%. Hal ini berarti bahwa materi yang didesain baik dan dapat diterima. Penulis berharap bahwa satu set materi ini dapat berguna untuk siswa kelas empat sekolah dasar dan para guru Bahasa Inggris yang akan menggunakan materi ini.

Kata kunci: Kosakata, Kecerdasan Majemuk