

ABSTRACT

Pramudita, Wahyu (2009). *English Instructional Materials Based on the Contextual Teaching and Learning Approach for the Fourth Grade Students of Kanisius Kadirojo Elementary School Yogyakarta*. Yogyakarta: Sanata Dharma University.

This study is conducted to design a set of English instructional material for the fourth grade students of Kanisius Kadirojo elementary school Yogyakarta using the contextual teaching and learning (CTL) approach. There are two major problems stated in the problem formulation: 1) how a set of English instructional material using Contextual Teaching and Learning approach for the fourth grade students of Kanisius Kadirojo Elementary school is designed, and 2) what the set of English instructional materials using Contextual Teaching and Learning approach for the fourth grade students of Kanisius Kadirojo Elementary school looks like.

To answer the first problem, the writer employed Research and Development Method (R & D method). In this study, the writer applied the first five steps of R & D method as the umbrella to develop the Kemp's instructional design. Those steps were (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) main product revision.

In this study, the writer collected the data by distributing pre-design questionnaire to the fourth grade students of Kanisius Kadirojo Elementary School Yogyakarta and conducted an informal interview with the English teacher. Regarding to the first problem formulation, the writer used the Kemp's model to design a suitable English learning material for the fourth grade students of Kanisius Kadirojo Elementary School. There were 8 steps: (1) considering goals, and the list topics, stating the general purposes for teaching each topic, (2) identifying the learner characteristics, (3) specifying learning objective, (4) organizing subject content, (5) developing pre-assessment, (6) selecting the teaching or learning activities and resources, (7) considering the support services for gathering or preparation materials, and (8) evaluation.

To answer the second question, the writer presented the final version of the designed materials. In general, the materials consisted of eight units. Each unit was allocated for three meetings and consisted of five sections, namely (1) attention getting opener, (2) getting started, (3) let's practice, (4) language focus, and (5) primary reflections. The materials evaluation results showed that the mean ranged was 3.4. It indicated that the designed materials were good and acceptable.

Finally, the writer hopes that the designed materials can facilitate the students to learn English subject better especially for the fourth grade students of Kanisius Kadirojo Elementary school and for future researchers who are really interested in conducting the study related with contextual teaching and learning (CTL) approach.

ABSTRAK

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Penelitian ini bertujuan untuk merancang materi pembelajaran Bahasa Inggris untuk siswa-siswi kelas 4 SD Kanisius Kadirojo Yogyakarta dengan menggunakan pendekatan kontekstual. Ada dua permasalahan utama yang ditekankan pada penelitian ini, 1) bagaimana mendesain satu set materi pembelajaran Bahasa Inggris dengan menggunakan pendekatan kontekstual untuk siswa-siswi kelas 4 SD Kanisius Kadirojo Yogyakarta dan 2) seperti apakah bentuk dari satu set materi pembelajaran bahasa Inggris dengan menggunakan pendekatan kontekstual untuk siswa-siswi kelas 4 SD Kanisius Kadirojo Yogyakarta.

Untuk menjawab pertanyaan pertama, peneliti mengimplementasikan *Research and Development (R&D) method*. Di dalam penelitian ini, penulis mengaplikasikan kelima langkah awal dari *R&D method* sebagai kerangka dasar untuk mengembangkan desain instruksional dari Kemp. Langkah-langkah tersebut adalah (a) pengumpulan hasil penelitian dan informasi, (b) perencanaan, (c) pengembangan produk awal, (d) uji kelayakan produk awal, dan (e) revisi produk.

Di dalam penelitian ini, peneliti mengumpulkan data dengan menyebarkan desain awal kuesioner kepada 40 siswa-siswi kelas 4 SD Kanisius Kadirojo Yogyakarta dan wawancara informal dengan guru Bahasa Inggris. Data-data yang telah terkumpul kemudian dijadikan dasar pengembangan materi berbasis kontekstual. Materi yang telah dirancang selanjutnya dievaluasi dengan menyebarkan desain akhir kuesioner. Dari hasil evaluasi rancangan materi didapatkan nilai rata-rata sebesar 3.4. Hal ini menunjukkan bahwa rancangan materi pembelajaran tersebut cukup bagus dan bisa diterima.

Untuk menjawab permasalahan kedua, penulis memaparkan materi pembelajaran bahasa Inggris dengan pendekatan kontekstual untuk siswa-siswi kelas 4 SD Kanisius Kadirojo Yogyakarta. Secara umum, materi pembelajaran tersebut terdiri dari delapan unit. Tiap unitnya dialokasikan untuk tiga kali tatap muka dan terdiri dari lima bagian, yaitu “attention getting opener”, “getting started”, “let’s practice”, “language focus”, “primary reflections”.

Akhir kata, penulis berharap materi pembelajaran yang telah dirancang dapat membantu siswa-siswi untuk dapat belajar Bahasa Inggris dengan lebih baik terutama untuk kelas 4 SD Kanisius Kadirojo Yogyakarta dan untuk para peneliti selanjutnya dalam rangka pengembangan bidang penelitian yang serupa dengan pendekatan kontekstual.