

ABSTRACT

Aditya, Elisabeth. 2009. *Designing a Set of Authentic Reading Materials for the Eleventh Grade Students of SMA Negeri 1 Depok*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Reading is one of the most important language skills in language acquisition. However, the former observations conducted by the writer showed that there was a problem where sometimes reading classes made students bored and sleepy. In order to provide interesting and relevant materials, the writer proposes the use of authentic materials. It was based on the consideration that the sources of authentic materials vary, so that we can choose materials that are interesting for the students. In addition, authentic materials expose the students to the language in the real situation, so the materials can help the students to achieve informational literacy level, as senior high school students are required to achieve it. Considering that, this study was aimed at developing a set of authentic reading materials for the eleventh grade students of *SMA Negeri 1 Depok*.

There were two questions formulated in the problem formulation i. e. (1) how is a set of authentic reading materials for the eleventh grade students of *SMA Negeri 1 Depok* designed? and (2) what does the designed set of the materials look like?. To address the first question, the writer employed the adaptation of Kemp's and Yalden's instructional design models combined with the Research and Development (R & D) steps. There were eight instructional design steps employed in this study, namely, (1) identifying learners' characteristics, (2) formulating goals and general purpose, (3) listing topics, (4) specifying learning objectives, (5) listing subject contents, (6) developing a syllabus, (7) developing materials, (8) evaluating the designed materials, and (9) revising the designed materials.

In this study, the data obtained through the research and information collecting step were served as the basis to develop the materials. After designing the materials, the writer conducted expert validation to gain evaluation on the designed materials from some English teachers of *SMA Negeri 1 Depok* and some English lecturers of Sanata Dharma University. Besides, the designed materials were tried out to students of one social class of the eleventh grade of *SMA Negeri 1 Depok* and were evaluated by the students. The data from the expert validation and the materials try out were analyzed using percentages and qualitative data analysis. The evaluation was then employed as the basis for revisions. The revisions included the topics, the subject contents, and the designed materials.

The presentation of the final version of the designed materials was served as the answer of the second question. The designed materials consisted of six units i.e. (1) narrative text "the Princess", (2) narrative text "the Vampire", (3) report text "Koala", (4) report text "Lion", (5) analytical exposition text "Health", and (6) analytical exposition text "the Internet". Each unit was divided into three sections i.e. pre-reading, whilst-reading, and post-reading. The data from the evaluation showed that the materials were acceptable and well-developed.

ABSTRAK

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Reading merupakan salah satu dari kemampuan berbahasa yang paling penting dalam pemerolehan keterampilan (*acquisition*) berbahasa. Namun, observasi yang telah dilakukan oleh penulis menunjukkan bahwa terdapat sebuah masalah, dimana terkadang kelas *reading* membuat para siswa bosan dan mengantuk. Untuk menyediakan materi yang menarik dan relevan, penulis mengusulkan penggunaan materi autentik. Hal ini didasarkan pada pertimbangan bahwa sumbernya sangat beragam, sehingga kita dapat memilih materi yang menarik bagi para siswa. Selain itu, materi autentik menunjukkan bahasa sehari-hari kepada para siswa, sehingga diharapkan dapat membantu para siswa mencapai tingkat *informational*. Berdasarkan kedua alasan tersebut, penelitian ini bertujuan untuk mengembangkan seperangkat materi *reading* yang autentik bagi siswa kelas XI SMA Negeri 1 Depok.

Dalam penelitian ini, terdapat dua pertanyaan dalam perumusan masalah yaitu (1) bagaimanakah seperangkat materi *reading* autentik untuk siswa kelas XI SMA Negeri 1 Depok dirancang? dan (2) bagaimanakah penyajian materi *reading* yang telah disusun tersebut?. Untuk menjawab pertanyaan pertama, penulis mengadaptasi model perancangan instruksional yang dikembangkan oleh Kemp dan Yalden yang dikombinasikan dengan langkah-langkah *Research and Development (R & D)*. Terdapat delapan langkah perancangan instruksional dalam penelitian ini, yakni (1) pengidentifikasian karakteristik siswa, (2) perumusan sasaran dan tujuan besar, (3) perumusan topik, (4) perincian tujuan pembelajaran, (5) perincian isi materi, (6) penyusunan silabus, (7) pengembangan materi, (8) pengevaluasian materi, dan (9) perevisian materi.

Dalam penelitian ini, data yang diperoleh melalui penelitian dan pengumpulan informasi digunakan sebagai dasar pengembangan materi. Setelah selesai merancang materi, penulis mengadakan *expert validation* untuk mendapatkan evaluasi dari para guru Bahasa Inggris SMA Negeri 1 Depok dan dosen Bahasa Inggris Universitas Sanata Dharma. Selain itu, materi yang telah selesai dirancang diujikan pada para siswa kelas XI SMA Negeri 1 Depok dan dievaluasi oleh mereka. Data yang diperoleh dari *expert validation* dan pengujian materi kemudian dianalisis menggunakan prosentase dan analisa data kualitatif. Evaluasi kemudian digunakan sebagai acuan untuk perevisian materi. Perevisian meliputi topik, isi materi, dan materi.

Untuk menjawab pertanyaan kedua, penulis menyajikan hasil akhir dari materi yang dirancang. Materi tersebut terdiri dari 6 unit yaitu (1) teks naratif “the Princess”, (2) teks naratif “the Vampire”, (3) teks *report* “Koala”, (4) teks *report* “Lion”, (5) teks *analytical exposition* “Health”, dan (6) teks *analytical exposition* “the Internet”. Setiap unit dibagi menjadi tiga tahap, yakni *pre-reading*, *whilst-reading*, dan *post-reading*. Hasil analisa data dari pengujian materi dan *expert*