

## ABSTRACT

Nugraheni, Fransisca Firma Ika. (2014). *Designing integrated English learning materials to facilitate vocabulary mastery of kindergarten students*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Children should learn English in the early age in order to take part and be ready in facing the changes in the globalization era. Learning English in the early age especially noun vocabulary can improve the children's knowledge so that they can be ready to face the higher education level. This study aimed to design integrated English learning materials to facilitate vocabulary mastery of kindergarten students.

There were two problems discussed in this study. Firstly, how integrated English learning materials to facilitate vocabulary mastery of kindergarten students were designed. Secondly, what the design of integrated English learning materials looked like. A descriptive survey research was conducted to answer those two problems.

In order to solve the first problem, the writer adapted Kemp's instructional design model which was reorder into six steps. They were identifying learners' characteristics, formulating goals, list of topics and general purposes, specifying learning objectives, listing subject contents, selecting teaching learning activities, and evaluation. The writer developed the learning topics from *Pedoman Pengembangan Program Pembelajaran di Taman Kanak-Kanak 2010* and the topics suggested by the respondents. The learning materials consisted of eight units. Each unit divided into nine activities such as Greeting, Warming Up, Be Confident, Be Active, Be Creative, Let's Have Fun, Be Smart, Reviewing the Lesson, and Saying Good Bye.

The survey research was done by distributing questionnaires and conducting informal interviews to 10 respondents of kindergarten teachers. The result of questionnaires was calculated by the measurement of central tendency to find out mean, median, and mode. The result presented that the design of integrated English materials was acceptable. They were proved by the mean range from 4.0-4.8, median 4-5, and mode 4-5. Then, the feedback was used to revise the design of integrated English materials.

In solving the second problem, the writer presented the final version of the design of integrated English materials in the form of student's workbook entitled "Children with English" which can be seen in Appendix 11. The writer hopes that the design of integrated English materials can be helpful for the students' knowledge development and kindergarten teachers in the process of teaching learning English.

**Keywords:** design, English's noun vocabulary, the four skills of English, instructional materials, kindergarten students

## ABSTRAK

Nugraheni, Fransisca Firma Ika. (2014). *Designing integrated English learning materials to facilitate vocabulary mastery of kindergarten students*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

*Anak-anak seharusnya mempelajari Bahasa Inggris di usia dini untuk berperan dan bersiap dalam menghadapi perubahan di era globalisasi. Mempelajari Bahasa Inggris di usia dini khususnya kata benda dapat meningkatkan pengetahuan anak sehingga mereka siap menghadapi tingkat pendidikan yang lebih tinggi. Studi ini bertujuan untuk merancang materi pembelajaran Bahasa Inggris yang terintegrasi untuk memfasilitasi penguasaan kosakata siswa Taman Kanak-kanak.*

*Ada dua rumusan masalah yang dibahas dalam studi ini. Pertama, bagaimana materi pembelajaran Bahasa Inggris yang terintegrasi untuk memfasilitasi penguasaan kosakata siswa Taman Kanak-kanak dirancang. Kedua, seperti apa penyajian rancangan materi pembelajaran Bahasa Inggris. Sebuah studi deskripsi diadakan untuk menjawab kedua rumusan masalah tersebut.*

*Untuk memecahkan rumusan masalah pertama, penulis mengadaptasi model desain instruksional Kemp yang disusun ulang menjadi enam tahapan yaitu mengidentifikasi karakter siswa, merumuskan tujuan, daftar topik, tujuan umum, menyederhanakan tujuan umum, membuat isi pokok pelajaran, memilah kegiatan belajar mengajar, dan evaluasi. Penulis mengembangkan topik pelajaran dari Pedoman Pengembangan Program Pembelajaran di Taman Kanak-kanak 2010 dan topik yang disarankan oleh responden. Materi pelajaran terdiri dari 8 unit. Setiap unit dibagi menjadi 9 kegiatan yaitu Greeting, Warming Up, Be Confident, Be Active, Be Creative, Let's Fun, Being Smart, Reviewing the Lesson, and Saying Good Bye.*

*Penelitian diadakan dengan membagikan kuesioner dan mengadakan wawancara informal kepada 10 responden guru TK. Hasil dari kuesioner dihitung menggunakan kecenderungan nilai tengah atau the measurement of central tendency guna mencari nilai rata-rata, nilai tengah, dan modus. Hasilnya menunjukkan bahwa desain materi Bahasa Inggris dapat diterima. Hal tersebut terbukti dengan kisaran nilai rata-rata 4.0-4.8, nilai tengah 4-5 dan modus 4-5. Selanjutnya, masukan dari responden digunakan untuk merevisi desain materi Bahasa Inggris.*

*Untuk memecahkan rumusan masalah yang ke-dua, penulis menyajikan versi akhir dari desain materi Bahasa Inggris dalam bentuk lembar kerja anak berjudul "Children with English" yang dapat dilihat pada Apendik 11. Penulis berharap desain materi Bahasa Inggris dapat membantu perkembangan pengetahuan anak dan guru TK dalam proses belajar mengajar Bahasa Inggris.*

**Keyword:** design, English's noun vocabulary, the four skills of English, instructional materials, kindergarten students