

## ABSTRACT

Bame, Mery. 2015. *Designing an Integrated English Reading and Writing Material for Grade X Students of SMA Katolik Villanova Manokwari*. Yogyakarta: English Language Educational Study Program, Sanata Dharma University

Currently, English as a foreign language has many users across the world including students. In urban areas with limited learning materials, the students have difficulties in learning English. Besides, the students have different interests, needs, and culture backgrounds, which are considered in providing contextual learning materials and interactive learning activities. Therefore, the students are able to construct their knowledge through their environments. Based on this reason, the researcher develops contextual reading and writing materials for Grader X students of *SMA Katolik Villanova Manokwari*.

This research aimed to answer two research questions: (1) how is an integrated English reading and writing material for grade X students of *SMA Katolik Villanova Manokwari* designed? and (2) how does the design of an integrated English reading and writing material for grade X students of *SMA Katolik Villanova Manokwari* look like?

To answer the first research question, the writer conducted the research adapting the research and development methodology (R&D) purposed by Borg and Gall (1983) which combine with Kemp's (1977) and Yalden's (1987) instructional design model to design the materials. The researcher applied only the five stages of R&D because of time and funds constraints. The stages 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 gather the data, the researcher distributed the questionnaires to the 73 target students and interviewed a target teacher. After developing the materials, The questionnaires for evaluating the materials were distributed to eight experts to obtain the responses on suitability and suggestions to revise the materials. The experts were a lecturer, four teachers, and three material designers. Based on the evaluation results, the materials were acceptable with some revisions. The suggestions to revise the materials covered some unclear instructions, monotonous activities, uncommon sub headings' names, fewer exercises, and some grammatical mistakes.

To answer the second research question, the writer revised the designed materials based on the suggestions from the experts. The final version of the materials consisted of 7 units. Accordingly, every unit has 5 sections which were *Knock - Knock, Reading Section, Grammar Focus, Writing Section, and Assessing Yourself*

Keywords : Integrated skills, grader X students, Contextual materials, Task-based learning

**ABSTRAK**

*Bame, Mery. (2015). Designing an English Integrated Reading and Writing Material for Grade X Students of SMA Katolik Villanova Manokwari. Yogyakarta; Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma*

*Bahasa Inggris sebagai bahasa asing memiliki banyak pengguna di seluruh dunia termasuk siswa-siswi. Di daerah terpencil dengan materi pembelajaran yang terbatas, siswa sulit untuk belajar Bahasa Inggris. Selain itu, siswa memiliki keinginan, kebutuhan, dan budaya berbeda yang harus dipertimbangkan dengan menyediakan materi belajar kontekstual dan aktifitas belajar interaktif. Jadi siswa dapat belajar untuk mengkonstruksikan pengetahuannya dari lingkungan. Maka peneliti mengembangkan materi pembelajaran membaca dan menulis yang kontekstual untuk siswa kelas X SMA Katolik Villanova Manokwari.*

*Penelitian ini bertujuan untuk menjawab dua rumusan masalah sebagai berikut: (1) Bagaimanakah materi pembelajaran membaca dan menulis berbahasa Inggris terpadu bagi siswa kelas X SMA Katolik Villanova Manokwari dirancang? dan (2) bagaimanakah tampilan dari rancangan materi pembelajaran membaca dan menulis berbahasa Inggris terpadu untuk siswa kelas X SMA Katolik Villanova Manokwari?*

*Untuk rumusan masalah yang pertama, penulis melakukan Research and Development (R&D) (Borg & Gall, 1983) dengan mengkombinasikan Kemp (1977) dan Yalden (1983) instructional design model. Peneliti hanya menerapkan lima tahap dari R&D karena keterbatasan waktu dan dana. Tahap tersebut adalah: (1) Research and information collecting, (2) Planning, (3) Development of preliminary form of product, (4) Preliminary field testing, and (5) Main product revision.*

*Untuk mengumpulkan data, peneliti menyebarkan kuisisioner kepada 73 target siswa dan menginterview target guru. Setelah mengembangkan materi, kuisisioner evaluasi didistribusikan kepada delapan ahli untuk mendapatkan respon dan saran guna merevisi materi pembelajaran tersebut. Para ahli tersebut adalah seorang dosen, empat guru dan tiga pendesign materi. Berdasarkan hasil evaluasi, materi pembelajaran ini diterima dengan beberapa revisi. Beberapa saran untuk merevisi materi meliputi instruksi yang tidak jelas, aktivitas belajar yang monoton, nama sub bab yang kurang menarik, latihan yang sedikit dan kesalahan tata bahasa.*

*Untuk rumusan masalah yang kedua, penulis merevisi materi pembelajaran berdasarkan saran dari para ahli. Materi yang dihasilkan terdiri dari 7 unit. Setiap unit memiliki 5 bagian antara lain knock-knock, Reading Section, Grammar Focus, Writing Section, dan Assessing Yourself*

**Keywords** : Integrated skills, Grade X students, Contextual materials, Task-based learning