

ABSTRACT

Dita, Friska. (2015). *Designing Reading Comprehension Materials Using Nine High-Yield Instructional Strategies for Tenth Grade Students of SMA Negeri 11 Yogyakarta*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University

For some students in *SMA Negeri 11 Yogyakarta*, reading is one of the skills which have quite high level of difficulty. This problem caused by the lack of reading habit that is instilled by parents in the early childhood. The lack of vocabulary also is one of the problems that many ESL learners faced, especially in reading comprehension. The purpose of reading in reading for specific purpose is to comprehend and find the important information. Reading is also one of the ways in communicating with other people.

This study is aimed to design a set of reading materials based on nine high-yield instructional strategies for the tenth grade students of *SMA Negeri 11 Yogyakarta*. The design emphasizes reading comprehension to help the students improve their reading comprehension. This research is Research and Development (R&D). The research problems are 1) How is a set of reading comprehension materials based on Nine High-Yield Instructional Strategies in reading comprehension designed?; and 2) What does a set of reading comprehension materials using Nine High-Yield Instructional Strategies look like?

In order to answer the first problem, the researcher combines Morrison, Ross and Kemp's (MRK) instructional model (2011) and Borg and Gall's Research and Development (R&D) theory (1983). The combination is the first step of R&D consists of the first and the second step of MRK model, the second step of R&D consists of the third and the fourth step of MRK model, the third step of R&D consists of the fifth step until the eighth step of MRK, the fourth step of R&D consists of the ninth step of MRK model, and the fifth step of R&D consists of the tenth step of MRK model. Then the researcher chooses five instructional strategies: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, and cues, questions, and advance organizer. The presentation of the materials is the answer for the second question. These materials that focus on reading comprehension consists of four units, namely "People and I", "Famous Places", "An Interesting Experience", and "Culture in Story". For each topic, there are three sections, namely "Let's Begin", "Think about It", and "Let's Make It!"

The researcher suggests the teachers may use some projects to be implementing in classes. Future researchers can implement the nine high-yield instructional strategies in other subjects (science, social, and many more), other skills, or other curriculum. The materials developed also need some revisions to meet the goal of teaching reading to students in general.

Keywords: *Nine High-Yield Instructional Strategies, Reading Comprehension Materials, Morrison, Ross and Kemp's instructional model, Research and Development, 2013 Curriculum.*

ABSTRAK

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Bagi siswa di SMA Negeri 11 Yogyakarta, membaca merupakan salah satu kemampuan yang memiliki tingkat kesulitan yang cukup tinggi. Masalah ini disebabkan oleh orang tua yang tidak membiasakan anaknya membaca sejak usia dini. Kurangnya kosakata juga merupakan salah satu masalah yang dihadapi oleh pelajar. Membaca bertujuan untuk memahami dan menemukan informasi penting. Membaca juga menjadi salah satu cara untuk berkomunikasi dengan orang lain.

Tujuan dari penelitian ini adalah membuat seperangkat materi tentang pemahaman bacaan bagi siswa SMA Negeri 11 Yogyakarta berdasarkan *Nine High-yield Instructional strategies*. Pengembangan materi ini bertujuan untuk membantu siswa meningkatkan kemampuan mereka dalam memahami bacaan. Masalah-masalah yang dibahas antara lain (1) bagaimana seperangkat materi pemahaman bacaan berbahasa Inggris berdasarkan *Nine High-Yield Instructional Strategies* dibuat? dan (2) bagaimana seperangkat materi pemahaman bacaan berbahasa Inggris Berdasarkan *Nine High-Yield Instructional Strategies* disajikan?

Peneliti menggabungkan teori model Morrison, Ross, dan Kemp/MRK (2011) dan teori penelitian dan pengembangan (R&D) Borg dan Gall (1983). Penggabungan kedua teori tersebut menjadi sebagai berikut: langkah pertama R&D terdiri atas langkah pertama dan kedua dari model MRK, langkah kedua R&D terdiri atas langkah ketiga dan keempat dari MRK model, langkah ketiga R&D terdiri atas langkah kelima sampai dengan langkah kedelapan dari model MRK, langkah keempat terdiri atas langkah kesembilan model MRK, dan langkah kelima R&D terdiri atas langkah kesepuluh dari model MRK. Peneliti kemudian memilih lima strategi, antara lain *identifying similarities and differences*, *summarizing and note taking*, *reinforcing effort and providing recognition*, *homework and practice*, dan *cues, questions, and advance organizer*. Hasil dari analisa tersebut kemudian menjadi jawaban dari pertanyaan kedua. Materi yang berfokus pada pemahaman bacaan ini terdiri atas empat unit dengan judul "People and I", "Famous Places", "An Interesting Experience", dan "Culture in Story". Tiap unit dibagi ke dalam tiga bagian yaitu "Let's Begin", "Think about It", dan "Let's Make It!"

Penelitian menyarankan para guru bahasa Inggris untuk menggunakan dan peneliti selanjutnya untuk mengaplikasikan materi-materi ini dan merevisi desain ini agar sesuai dengan tujuan pembelajaran bagi siswa pada umumnya.

Kata Kunci: *Nine High-Yield Instructional Strategies, Reading Comprehension Materials, Morrison, Ross and Kemp's instructional model, Research and Development, 2013 Curriculum.*