

ABSTRACT

Sudibyo, Satrio Pambudi. (2016). **Designing A Set of Supplementary Reading Materials to Introduce the Philosophy of *Batik* to Senior High School Students**. Yogyakarta: English Language Education Study Program Sanata Dharma University.

Reading is one of the language skills taught to senior high school students. However, the students might not always be interested in their reading activities due to uninteresting reading materials. In order to provide the variation of reading materials, the writer decided to design supplementary reading materials. *Batik* was selected as the theme topic of the designed materials, since it had been recognized by UNESCO as one of Indonesia's cultural heritage. *Batik* had so many motif which carried the philosophy of human life. Furthermore, this philosophy was needed to develop the student's character.

This study objective is to design a set of supplementary reading materials to introduce the philosophy of *Batik* to senior high school students. The writer formulates one research problem in this research, namely, how is a set of supplementary reading materials to introduce the philosophy of *Batik* to senior high school students designed?

In order to answer the research problem, the writer adapted Borg & Gall's theory (1983) for the method of Research and Development (R&D) and Kemp's instructional design theory (1977). Despite the ten steps, the writer only employed five steps. The steps undertaken were: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, and (5) final product revision. The writer employed six steps of Kemp's instructional design theory to develop this designed materials. The six steps were (1) identifying the goals, topics, and general purposes, (2) identifying learner's characteristics, (3) recognizing learning objectives, (4) identifying subject content, (5) selecting teaching-learning activities, and (6) materials evaluation and revision. All of those steps were linked to R&D steps. In addition, the writer also employed some principles of the Content-Based Instruction (CBI) and the theories of the material development by Tomlinson & Masuhara (2004) to design supplementary reading materials. The result of the evaluation questionnaire indicated that the designed materials were good and acceptable but needed some revisions.

Finally, the writer presented the revised set of supplementary reading materials. There were two units presented in this study. The units had six parts, namely, **Let's Look**, **Let's Prepare**, **Let's Start**, **Let's Exercise**, **Let's Share**, and **Let's Reflect** which functioned as pre-reading, main, and post-reading activities. The writer hopes these designed materials can help senior high school teachers to introduce the philosophy of *Batik* as part of character education.

Keywords: supplementary materials, reading, character education, philosophy of *Batik*, content-based instruction

ABSTRAK

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Membaca merupakan salah satu kemampuan berbahasa yang diajarkan kepada siswa – siswa SMA. Meskipun demikian, siswa – siswa itu mungkin tidak selalu tertarik pada kegiatan membaca karena materi bacaan yang tidak menarik. Untuk dapat menyediakan tambahan variasi materi, penulis memutuskan untuk merancang tambahan bahan ajar membaca. *Batik* dipilih sebagai tema dari rancangan materi – materi tersebut, sebab *Batik* sudah diakui oleh UNESCO sebagai salah satu warisan budaya dari Indonesia. *Batik* memiliki beragam motif yang mengandung filosofi kehidupan manusia. Terlebih lagi, filosofi ini dibutuhkan untuk mengembangkan karakter siswa.

Tujuan dari studi ini adalah untuk merancang seperangkat materi membaca tambahan guna mengenalkan filosofi *Batik* kepada siswa - siswa SMA. Penulis menyusun sebuah permasalahan di dalam penelitian ini yakni: bagaimana seperangkat materi tambahan membaca untuk mengenalkan filosofi *Batik* kepada siswa - siswi SMA dirancang?

Untuk menjawab permasalahan ini, penulis mengadaptasi teori desain bahan ajar milik Kemp (1977), teori penelitian dan pengembangan milik Borg & Gall (1983) sebagai metodenya. Meskipun ada sepuluh langkah, penulis hanya menggunakan lima langkah. Kelima langkah adalah sebagai berikut penelitian dan (1) pengumpulan informasi, (2) perencanaan, (3) pengembangan produk awal, (4) uji coba awal, dan (5) revisi produk siap pakai. Penulis melaksanakan enam langkah teori desain bahan ajar milik Kemp untuk mengembangkan rancangan materi ini. Enam langkah itu ialah (1) mengidentifikasi tujuan, topik, dan tujuan umum, (2) mengidentifikasi karakteristik siswa, (3) menjabarkan tujuan pembelajaran, (4) mengidentifikasi isi bahan ajar, (5) memilih kegiatan belajar mengajar, dan (6) evaluasi dan revisi materi. Semua langkah tersebut terhubung dengan siklus penelitian dan pengembangan. Sebagai tambahan, penulis menggunakan beberapa prinsip dari Content-Based Instruction (CBI), dan teori materi pengembangan materi oleh Tomlinson & Masuhara (2004) untuk mendisain tambahan materi membaca. Hasil dari evaluasi menunjukkan bahwa rancangan materi baik dan dapat diterima namun masih membutuhkan beberapa perbaikan.

Akhir kata, penulis menyediakan seperangkat materi membaca yang telah diperbaiki. Ada dua unit yang tersedia di dalam studi ini. Dalam satu unit terdapat enam bagian, yakni *Let's Look*, *Let's Prepare*, *Let's Start*, *Let's Exercise*, *Let's Share*, dan *Let's Reflect* yang berfungsi sebagai proses pra-membaca, kegiatan utama, dan kegiatan pasca membaca. Dengan rancangan materi ini, penulis berharap materi- materi membaca ini dapat membantu guru- guru SMA untuk mengenalkan filosofi *Batik* sebagai bagian dari pendidikan.

Kata kunci: supplementary materials, reading skill, character education, philosophy of *Batik*, content-based instruction