

ABSTRACT

Ratnasari, Dinar, 2015. **A Communication Practice Model for Vocational High School**, Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

In Indonesia, as an ASEAN member country, the use of English for communication is essential to accommodate AFTA (Asean Free Trade Area) in 2015. For students of vocational high school, communication is important since they are prepared to work. This research aims to develop a communication practice model which adopts the Fluency Development strand of language course by Nation (2007:1) and employs Communicative Language Teaching and Contextual Teaching Learning.

The Communication Practice Model is expected to enable students of vocational high school to communicate using English by practicing so they can interact with others. By using the Communication Practice Model, students are expected to get used to communicate using English. This research aims to answer a research question, which is *What is the iconic model of the Communication Practice for the Vocational High Schools like?* The goals of this research are to present the concept of the iconic model and to create the iconic model of the Communication Practice. Therefore, this research would present the iconic model of Communication Practice theoretically and empirically.

The Communication Practice Model uses ADDIE's steps to develop which refer to analyze, design, develop, implement and evaluate (Danks, 2011) and comprises R & D method. The need analysis data were gained from three English teachers and forty students of a vocational high school. The expert validations were from a lecturer and three English teachers of vocational high school. The data for the practice of the iconic model was from forty students of a vocational high school. The instruments for data gathering were a questionnaire and interview.

The participants gave positive responses on the Communication Practice Model. Theoretically, the concept of the iconic model employed the Fluency Development, the Communicative Language Teaching and the Contextual Teaching Learning and it was expected to help students practice communicating. The Communication Practice Model consisted of three main activities which were *Let's Keep in Touch*, *Let's Be Open-Minded*, and *Let's Practice*. Empirically, the result of expert's validation showed score which was 4.10. It indicated that the design was very good and did not need revision. Besides, students also gave positive responses on the practice of the iconic model of the Communication Practice Model because the score of data analysis indicated very good or very high which was 4.39.

Key words: *communication, practice, model*

ABSTRAK

Ratnasari, Dinar, 2015. *Model Latihan Berkomunikasi untuk Sekolah Menengah Kejuruan*, Yogyakarta: Program Pascasarjana Kajian Bahasa Inggris, Universitas Sanata Dharma.

Di Indonesia, sebagai anggota ASEAN, penggunaan bahasa Inggris sangat penting untuk menghadapi AFTA (Asean Free Trade Area) atau Perdagangan Bebas pada tahun 2015. Untuk siswa Sekolah Menengah Kejuruan, komunikasi sangatlah penting karena siswa SMK dipersiapkan untuk terjun dalam dunia kerja. Sehingga, penelitian ini bertujuan untuk mengembangkan latihan berkomunikasi yang mengadopsiteori *Fluency Development* (Nation, 2007), *Communicative Language Teaching* dan *Contextual Teaching Learning*.

Model Latihan Berkomunikasidiharapkan mampu membantu siswa SMK untuk berkomunikasi dalam bahasa Inggris dengan latihan, sehingga merekadapat berinteraksi dengan orang lain. Dengan latihan berkomunikasi, siswa diharapkan menjadi terbiasa untuk berkomunikasi. Penelitian ini akan menjawab satu rumusan masalah, yakni, *Seperti apakah model ikonik dari Model Latihan Berkomunikasi untuk siswa SMK?* Tujuan penelitian ini adalah untuk menunjukkan konsep dari model ikonik dan menciptakan model ikonik dari latihan berkomunikasi. Jadi, penelitian ini akan menunjukkan model ikonik dari Latihan Berkomunikasi secara teori dan empirik.

Model Latihan Berkomunikasi ini menggunakan langkah-langkah dari ADDIE yaitu analisa, perancangan, pengembangan, penerapan, dan evaluasi (Danks, 2011) dan menggunakan metode R & D. Data untuk analisis kebutuhan diperoleh dari tiga orang guru bahasaInggris SMK dan empat puluh siswa SMK. Data validasi ahli didapat dar itiga orang guru bahasaInggris SMK dan satu orang dosen bahasa Inggris.Data untuk praktik model ikonik didapat dari empat puluh siswa SMK. Instrument penelitian berupa kuesioner dan wawancara.

Para partisipan penelitian memberikan tanggapan yang positif. Secara teori, konsep dari model ikonik menggunakan *Fluency Development*, *Communicative Language Teaching* serta *Contextual Teaching Learning* dan diharapkan model ini mampu membantu siswa berkomunikasi. Latihan berkomunikasi ini terdiri dari tiga sesi yakni *Let's Keep in Touch*, *Let's Be Open-Minded*, dan *Let's Practice*. Secara empirik, hasil dari validasi ahli menunjukkan skor 4.10. Ini berarti bahwa rancangan ini sangat bagus dan tidak perlu revisi. Selain itu, siswa juga memberikan tanggapan positif terhadap praktik dari model ikonik karena skor yang didapat mengindikasikan sangat baik atau sangat tinggiyakni 4.39.

Kata kunci: *komunikasi, latihan, model*