

ABSTRACT

Praksono, Carolus Suksmo. (2017). *Designing A Set of English Speaking Materials Using Jazz Chants for The English Club of SMP Pangudi Luhur 1 Yogyakarta*. Yogyakarta: English Language Study Program, Sanata Dharma University.

In this research, the researcher designed a set of English speaking materials using jazz chants for the eighth grade of English club of SMP Pangudi Luhur 1 Yogyakarta. Based on the researcher's findings, the English club teacher provided the teaching materials by themselves, since the school did not provide the materials for the English club teacher and the researcher also found that the students were not exposed enough to speaking. There was a lack of speaking practice in the class. Therefore, the researcher used jazz chants in designing the materials as a trigger for the students to speak English more in a form of chanting

The research aimed to answer two research questions: (1) How is the set of English speaking materials using jazz chants for grade eight of the English club students designed? and (2) How does the design look like?

The researcher took five steps from the model of Kemp (1977): (1) set goals, topics, and general purposes, (2) know the students' characteristics, (3) set the learning objectives, (4) list the subject content, and (5) select teaching/learning activities. The researcher also used the steps of research and development by Borg and Gall (1983). Due to the time limitation, the researcher only used five of them, namely: (1) research and information collecting, (2) planning, (3) develop preliminary form of products, (4) preliminary field testing, and (5) main product revision. In gathering the data, the researcher used interview for the research and information collecting. The researcher also distributed questionnaires for the preliminary field testing to the experts to get feedbacks, comments, and suggestions for an improvement on the designed materials.

Based on the results, there were few things to be revised. They were the unclear instructions on the materials and the teachers' guidelines, more guidelines on how to use the chants, grammatical errors, less pictures, and no interconnection between the title and the chant. The researcher accommodated the feedback and revised them all to improve the designed materials. The final version of the materials consists of four units. They are *Animals*, *Making an Appointment*, *How Was Your Holiday?* And *Meal Time*. In each topic there are four sections provided. They are *Let's Warm Up With The Chant*, *Grammar*, *Let's Practice*, and *Wrap Up Chant*.

Keywords: speaking skills, Jazz Chant, designed materials

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Dalam penelitian ini, peneliti merancang materi speaking yang menggunakan *jazz chant* untuk klub Bahasa Inggris kelas VIII SMP PL 1 Yogyakarta. Hal ini berangkat dari penemuan peneliti, bahwa SMP PL 1 belum menyediakan materi speaking yang menggunakan *jazz chant*, sehingga guru menyiapkannya sendiri. Di samping itu, peneliti juga menemukan bahwa para siswa di sekolah tersebut tidak begitu diasah keterampilannya dalam berbicara Bahasa Inggris. Terdapat sedikit sekali kesempatan praktik bagi siswa untuk mengasah keterampilan berbicara Bahasa Inggris. Oleh karena itu, peneliti menggunakan *jazz chants* dalam merancang materi speaking agar siswa semakin terpacu semangatnya untuk mengasah dan mengembangkan keterampilan berbicara bahasa Inggris.

Penelitian ini bertujuan untuk menjawab dua pertanyaan: (1) Bagaimana sekumpulan materi speaking yang menggunakan *jazz chants* dirancang? (2) Seperti apa rancangannya? Dalam penelitian ini, peneliti menggunakan lima langkah milik Kemp (1977): (1) *set goals, topics, and general purposes*, (2) *know the students' characteristics*, (3) *set the learning objectives*, (4) *list the subject content*, dan (5) *select teaching/learning activities*. Di samping itu, peneliti juga menggunakan langkah-langkah R & D milik Borg and Gall (1983). Namun, peneliti hanya menggunakan lima langkah milik Borg and Gall karena waktu yang terbatas. Lima langkah yang digunakan antara lain, (1) *research and information collecting*, (2) *planning*, (3) *develop preliminary form of products*, (4) *preliminary field testing*, dan (5) *main product revision*. Dalam mengumpulkan data, peneliti menggunakan wawancara sebagai pemenuhan langkah pertama. Peneliti juga membagikan kuisioner kepada para ahli sebagai pemenuhan langkah keempat untuk mendapatkan umpan balik, komentar, dan saran. Umpan balik, komentar, dan saran menjadi sarana untuk memperbaiki kekurangan dari materi yang telah dirancang.

Berdasarkan hasil yang diperoleh, ada beberapa hal yang harus direvisi oleh peneliti, seperti ketidakjelasan instruksi dalam materi, kesalahan grammar, serta judul dan *chant* yang tidak sinkron. Di samping itu, peneliti juga harus menambahkan panduan dalam menggunakan *chant* dan gambar. Bentuk akhir dari materi yang telah dikembangkan dan direvisi terdiri atas empat unit, antara lain *Animals*, *Making An Appointment*, *How Was Your Holiday?* dan *Meal Time*. Di masing-masing topik, terdapat 4 bagian yang disediakan, antara lain *Let's Warm Up With The Chant*, *Grammar*, *Let's Practice*, dan *Wrap Up Chant*.

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