

ABSTRAK

Desiani, Yohana Vita. 2017. *Tingkat Kemampuan Berbicara Pembelajar Asing Level Beginner Menggunakan Tes Teknik Konstruktalog di Wisma Bahasa Yogyakarta*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Pembelajar asing sering merasa bosan karena terlalu banyak mendengarkan pengajar berbicara, membaca teks dan mengerjakan latihan-latihan, hingga kehilangan motivasi belajar. Pembelajaran berbicara khususnya bagi kelas bahasa asing masih jauh dari kondisi yang diharapkan. Hal ini tercermin dari masih banyaknya pengajar yang memperlakukan sama antara pembelajaran berbicara dengan membaca nyaring. Solusi yang ditawarkan adalah dengan menerapkan evaluasi pembelajaran berupa tes teknik konstruktalog.

Penelitian ini mengkaji tingkat kemampuan berbicara pembelajar asing *level beginner* menggunakan tes teknik konstruktalog. Tujuan dari penelitian ini adalah mendeskripsikan seberapa tinggi tingkat kemampuan berbicara pembelajar asing *level beginner* menggunakan tes berbicara teknik konstruktalog di Wisma Bahasa Yogyakarta.

Penelitian ini merupakan penelitian deskriptif kuantitatif. Teknik yang digunakan untuk mengumpulkan data penelitian adalah teknik observasi, teknik wawancara dan tes. Instrumen tes digunakan untuk mengetahui kemampuan berbicara pembelajar asing *level beginner* di Wisma Bahasa Yogyakarta.

Hasil penelitian menunjukkan bahwa kemampuan rata-rata pembelajar asing adalah 72,50 dengan simpangan baku 2,80. Setelah dikonversikan ke dalam skala seratus, rata-rata tersebut berada di interval 66-75% dengan skor 70. Hal ini menunjukkan bahwa kemampuan berbicara pembelajar asing *level beginner* di Wisma Bahasa Yogyakarta adalah *cukup*. Aspek penilaian kemampuan berbicara pembelajar asing *level beginner* meliputi pengucapan dan aksen, tata bahasa, kosakata, kelancaran, dan pemahaman. Penguasaan terhadap tata bahasa, kosa kata dan pemahaman baik, namun pembelajar asing *level beginner* mengalami kesulitan dalam pengucapan, aksen dan kelancaran.

Berdasarkan hasil penelitian, peneliti memberikan saran kepada guru atau pengajar BIPA untuk menerapkan teknik pembelajaran yang beragam seperti teknik ulang ucap, lihat ucap, reka cerita gambar, permainan kartu kata, permainan memori, konstruktalog interaktif, biografi dan masih banyak lagi. Guru atau pengajar BIPA perlu memberikan penguatan untuk pembelajar asing untuk menumbuhkan motivasi dan rasa percaya diri. Perlu adanya evaluasi terhadap kegiatan belajar mengajar dan hasil pembelajaran pembelajar asing.

Kata kunci: BIPA, teknik pembelajaran, tes berbicara, teknik konstruktalog

ABSTRACT

Desiani, Yohana Vita. 2017. *A Speaking Skill Level Of Beginner Level Foreign Learners Using Dialogue Construction Test at Wisma Bahasa Yogyakarta*. Thesis. Yogyakarta: Indonesian Language Education and Literature Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

Foreign learners often feel bored because they listen too much to their teachers, read texts and do exercises; they even lose their learning motivation. Speaking classes especially for foreign language classes are still far from the expected condition. It can be seen through the way teachers apply the same teaching techniques to teach speaking and reading aloud. The recommended solution to overcome this problem is by applying BIPA learning technique which is the dialogue construction technique.

This research examined the speaking ability of beginner-level foreign learners by using dialogue construction technique test. The purposes of this research were to define the level of beginner-level foreign learners speaking ability using dialogue construction technique speaking test toward beginner-level foreign learners speaking ability at Wisma Bahasa Yogyakarta.

This research is a quantitative descriptive research. The data collection techniques which were used to collect research data were observation, interview and test. The test instrument was used to measure beginner-level foreign learners speaking ability at Wisma Bahasa Yogyakarta.

The result showed that the average ability of foreign learners was 72,50 within 2,80 standard deviations. After the average was converted into a scale of one hundred, it was at interval 66-75% with a score of 70. It indicated that the speaking ability of beginner-level foreign learners at Wisma Bahasa Yogyakarta was *fair*. The assessment aspects of speaking ability of beginner-level foreign learners included pronunciation & accent, grammar, vocabulary, fluency and comprehension. Their mastery on grammar, vocabulary and comprehension was decent, but they had difficulty in pronunciation, accent and fluency.

Based on the result of the research, the researcher would like to suggest BIPA teachers or instructors to apply various learning techniques such as repeating speech, observing & imitating, creating stories based on pictures, word card games, memory games, interactive dialogue constructions, biographies et cetera. BIPA teachers or instructors need to provide reinforcement for foreign learners to foster motivation and confidence. There is a need for evaluation on teaching-learning activities and foreign learners learning outcomes.

Keywords: BIPA, learning technique, speaking test, dialogue construction technique.