

ABSTRACT

Lowissa, Metty. 2000. *Designing a TOEFL Preparation Program with the Focus on the Structure and Written Expression section of the TOEFL as an Extracurricular Activity for the Second Year of the SMU*. Yogyakarta: Sanata Dharma University.

Recently, there are many Indonesian students who want to continue their study abroad. Consequently, they have to meet the requirements in each of the universities or colleges there. One of the admission requirements in American or Canadian universities or colleges is TOEFL score. The problem arises when the Indonesian students have to achieve a certain score in order to be accepted.

The fact that they never have TOEFL program in their schools makes the problem even worse. They can go to a TOEFL preparation program if necessary, but it will cost a vast sum of money and time as well. In response to such a situation, one of favourite SMUs in Yogyakarta gives a TOEFL preparation program as an extracurricular activity for the second year students. It is expected that this special program will help the students for their future study. Besides, there are many students there who ask for this special program to be one of their extracurricular activities.

This study aimed to design a TOEFL Preparation program for Section 2 of the TOEFL as an extracurricular activity for the second year students of the SMU. It is because most of the students there face difficulties in this section more than the other two sections. In the attempt to obtain this goal, the study faced two problems to solve. The first problem dealt with how to design a set of instructional materials dealing with Section 2 of the TOEFL used in a TOEFL preparation program as an extracurricular activity for the second year students of the SMU. The second concerned with what the design looks like.

In order to solve those problems, the library study and the survey study were conducted. From the library study, two models of instructional program design suggested by Robert M. Gagne and Leslie J. Briggs and Janice Yalden were adopted. Modifying the two models, the study was conducted through the following steps: (1) diagnosing the students' needs, (2) formulating the instructional goal and objectives, (3) designing the syllabus and (4) developing instructional material.

From the survey study, the evaluation of the designed materials from four English teachers of SMUN 1 Yogyakarta and four English lecturers of Sanata Dharma University as the respondents was obtained. The data from the evaluation was in the form of points of agreement. By having the average points of agreement on the designed materials 3.0, it could be concluded that the designed materials were appropriate to answer the problems. Finally, it is suggested that there should be experimental research on the material, since this study was a descriptive one.

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Akhir-akhir ini, semakin banyak pelajar Indonesia melanjutkan studinya ke luar negeri (LN). Sehingga mereka harus memenuhi segala persyaratan dari setiap perguruan tinggi disana. Salah satu persyaratan dari perguruan tinggi tersebut adalah *TOEFL score*. Permasalahan muncul saat pelajar Indonesia harus mencapai *score* tertentu agar diterima.

Fakta bahwa mereka tidak pernah mendapatkan TOEFL di sekolah/SMU sebelumnya semakin menyulitkan mereka. Mereka bisa saja ikut satu program persiapan TOEFL jika diperlukan, namun akan sangat mahal dan lama. Menanggapi situasi yang demikian, salah satu SMU favorit di Yogyakarta memberikan sebuah program persiapan TOEFL sebagai salah satu kegiatan ekstrakurikuler siswa kelas dua. Diharapkan program tersebut akan membantu siswa mempersiapkan diri bagi masa depan belajar mereka. Bahkan banyak siswa yang menginginkan program tersebut sebagai kegiatan ekstrakurikuler.

Studi ini bertujuan untuk merancang sebuah program persiapan TOEFL untuk *Section 2* dari TOEFL sebagai kegiatan ekstrakurikuler bagi siswa kelas 2 SMU. Hal ini dikarenakan sebagian besar dari siswa disana menemui kesulitan yang lebih dibandingkan *Section 1* dan *Section 3*. Agar tujuan tercapai, maka studi ini dihadapkan pada dua permasalahan. Pertama, bagaimana mendesain materi yang berhubungan dengan *Section 2* dari TOEFL, *Structure and Written Expression section*, yang digunakan dalam suatu program persiapan TOEFL sebagai kegiatan ekstrakurikuler siswa SMU kelas 2. Kedua, seperti apa desain materi pengajaran tersebut.

Untuk memecahkan permasalahan tersebut maka dilaksanakanlah dua studi, kepustakaan dan survei. Dari studi kepustakaan, digunakanlah dua model perencanaan program pengajaran milik Robert M. Gagne dan Leslie J. Briggs serta Janice Yalden. Dengan menggabungkan keduanya, penelitian dilaksanakan dengan tahapan sebagai berikut: (1) menemukan kebutuhan siswa, (2) merumuskan tujuan pengajaran umum dan khusus, (3) menyusun silabus dan (4) mengembangkan materi pengajaran.

Dari studi survei, evaluasi dari responden yang terdiri dari empat guru bahasa Inggris SMUN 1 Yogyakarta dan empat dosen bahasa Inggris Universitas Sanata Dharma didapatkan. Data yang didapat dari evaluasi berupa *points of agreement*. Dengan nilai *points of agreement* rata-rata 3.0, dapat disimpulkan bahwa rancangan materi pengajaran sudah sesuai dengan kebutuhan. Akhirnya, akan sangat baik jika dilaksanakan penelitian eksperimental untuk materi ini, karena penelitian ini adalah sebuah studi deskriptif saja.