

ABSTRACT

Ely. (2000). *Designing Pronunciation Materials for the First Grade of Junior High School Students*. Yogyakarta: Sanata Dharma University.

The Communicative Approach views language as a means of communication. Learning a language, therefore, means learning to use it to communicate feelings, thoughts, wants, needs, etc. Undoubtedly, in daily life, oral communication (speaking) takes place more often than written communication. Consequently, the ability to use language orally will be more useful. One of the difficulties the SLTP students face when speaking English is pronunciation. This happens due to the different sound systems between the native and the target languages, where English sound systems are more complicated.

This study dealt with developing English pronunciation materials for the first grade of Junior High School students. There were two problems formulated in this study. The first was how the pronunciation material for the first grade of Junior High School students was designed and the second was how the designed pronunciation material looked like.

To solve those research problems, a descriptive method was employed. This consisted of library study and survey. The library study was aimed to find related references to be used as the basis for the material design. The survey was intended to receive feedback for the revision and improvement of the material design. The instruments used in the survey were questionnaires and interviews.

The respondents of the research were 4 English teachers from various Junior High Schools and 4 English lecturers from Sanata Dharma University. They were all chosen by using the random sampling technique.

After the data had been gathered, they were computed and analyzed. The results of the analysis were finally presented in form of descriptive statistics. From the statistical data, it was found out that the mean scores of the questionnaires were in the range of 3.75 - 4.38. These two figures are undeniably closer to 4 rather than 3 or 5. And referring to the meanings of the points of agreement in the questionnaires (where 4 means agree), this figure (4) indicates that most of the respondents agreed that the material had been in general well-designed. This conclusion was also based on the results of the interviews, in which most of the respondents gave positive comments.

ABSTRAK

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Menurut *paham komunikatif*, bahasa merupakan alat untuk berkomunikasi. Karenanya, tujuan belajar bahasa menurut paham ini adalah agar seseorang dapat mengkomunikasikan pikiran dan perasaannya melalui bahasa. Dalam kenyataannya, bahasa lisan lebih sering digunakan dalam kehidupan sehari-hari dibandingkan dengan bahasa tulisan. Oleh karena itu, penguasaan bahasa lisan dipandang lebih penting. Salah satu aspek bahasa lisan yang dianggap menjadi kesulitan siswa SLTP dalam belajar bahasa Inggris adalah pelafalan. Hal ini disebabkan oleh perbedaan sistem pengucapan di antara kedua bahasa tersebut, di mana bahasa Inggris memiliki sistem yang lebih komplit.

Dalam penelitian ini, terdapat dua perumusan masalah, yaitu: 1) bagaimana cara penyusunan materi pengajaran pelafalan, dan 2) menyajikan format akhir materi pengajaran pelafalan.

Untuk menjawab kedua masalah tersebut, peneliti menggunakan metode deskriptif yang terdiri dari *study pustaka* dan *survei*. Studi pustaka bertujuan untuk mengumpulkan acuan-acuan yang akan digunakan dalam menyusun materi pelafalan, sedangkan survei ditujukan untuk memperoleh pendapat-pendapat dan saran yang akan menjadi bahan pertimbangan untuk mengembangkan dan revisi materi. Adapun instrumen yang dipakai dalam survey adalah kuesioner dan interview.

Penelitian ini melibatkan empat guru bahasa Inggris SLTP di Yogyakarta dan empat dosen bahasa Inggris Universitas Sanata Dharma. Mereka semua dipilih dengan menggunakan teknik *sampling acak*.

Dari hasil perhitungan dan analisa data yang berhasil dikumpulkan diketahui bahwa skor rata-rata kuesioner berkisar antara 3,75 sampai 4,38 (yang mana berarti angka-angka tersebut lebih mendekati 4 daripada 3 atau 5). Mengacu pada arti masing-masing skor yang telah ditetapkan dalam kuesioner (di mana 4 berarti "setuju"), skor tersebut (4) menunjukkan bahwa materi tersebut secara keseluruhan telah disusun dengan baik. Kesimpulan tersebut juga didukung oleh hasil interview dimana kebanyakan respondent memberikan respon positif.