

## ABSTRACT

Sukmanasari, Fibriana. 2000. *Designing Extracurricular Speaking Instructional Materials for the third trimester of grade one of the Junior High School*. Yogyakarta: Sanata Dharma University.

This study focused on designing speaking instructional materials for trimester three, grade one of the Junior High School. These speaking instructional materials were designed in accordance with the 1994 English curriculum for the Junior High School students. These materials were offered as alternative materials for developing the speaking ability of trimester three, grade one of the Junior High School students.

The issue that formed the background of designing these speaking instructional materials was the lack of attention to speaking skill in teaching English at school. The significance of speaking was considered in terms of its role in language mastery and its use in daily communication. Without mastering a language, it is impossible to say that one has learned a language. Therefore speaking should have an appropriate portion in language teaching.

There were two questions that this study tried to discuss. The first question was concerned with the way how themes in the English textbook for the Junior High School students, grade one, trimester three were developed into speaking materials using the guided conversation technique. The other question was concerned with the presentation of speaking instructional materials using the guided conversation technique.

In designing the materials, the researcher used the modified Kemp's design model which has six steps; determining goals, topics and general purposes, identifying the learners' characteristic, specifying the learners objectives, clarifying the subject contents, selecting teaching learning activities and resources, and elaborating support services.

The methodologies that were applied in this study to answer the two questions were survey and library study. These methods were chosen because this study is a descriptive study, of which the data were not obtained through experimental results but based on the opinions of the respondents, which later were used as basis in decision making for the materials design.

The results of the study were the speaking instructional materials design for the third trimester of grade one of the Junior High School, which was presented in the appendices. The respondents' opinions were used in making the improvement of the materials design.

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Studi ini difokuskan pada penyusunan materi ketrampilan berbicara untuk siswa SMP, kelas satu, cawu tiga. Materi-materi ketrampilan berbicara ini disusun sesuai dengan kurikulum 1994 mata pelajaran Bahasa Inggris untuk SMP. Materi ini ditawarkan sebagai materi alternatif untuk pengembangan kemampuan berbicara Bahasa Inggris bagi siswa-siswi SMP kelas satu cawu tiga.

Hal yang melatar belakangi penyusunan materi ketrampilan berbicara ini adalah kurangnya perhatian terhadap ketrampilan berbicara dalam pengajaran Bahasa Inggris di Sekolah Menengah Pertama. Ketrampilan berbicara dianggap penting karena perannya dalam penguasaan dan penggunaan Bahasa Inggris dalam komunikasi sehari-hari. Tanpa menguasai suatu bahasa, dapat dikatakan mustahil jikalau seseorang telah mempelajari suatu bahasa. Oleh karena itu, ketrampilan berbicara sudah selayaknya mendapat bagian yang memadai dalam pengajaran bahasa.

Masalah yang dipecahkan dalam studi ini meliputi dua pertanyaan. Pertanyaan pertama mengenai bagaimana tema-tema yang ada dalam buku pegangan Bahasa Inggris untuk Sekolah Menengah Pertama, kelas satu cawu tiga dikembangkan menjadi materi ketrampilan berbicara menggunakan tehnik percakapan yang terbimbing.

Dalam menyusun materi, penulis menggunakan modifikasi dari model Kemp yang memiliki enam langkah; Menentukan tujuan, topik dan tujuan umum, menentukan karakteristik murid, menentukan tujuan murid, menentukan isi materi, menentukan sumber dan aktivitas belajar, dan menentukan sarana pendukung.

Metode yang diterapkan untuk menjawab dua masalah dalam studi ini adalah studi pustaka dan survei. Metode ini dipilih karena studi ini merupakan studi deskriptif yang tidak memperoleh data melalui percobaan tetapi berdasarkan pendapat responden yang nantinya digunakan sebagai dasar dalam menyusun materi.

Hasil dari studi ini adalah materi ketrampilan berbicara bagi SMP kelas satu cawu tiga yang dipresentasikan pada bagian lampiran. Pendapat responden digunakan dalam penyempurnaan materi.