

ABSTRACT

Nugroho Widhi,V, Siwi. 2002. *Designing A Set of Supplementary Speaking Materials for the Third Year Students of Language Program at the SMU*. Yogyakarta: Universitas Sanata Dharma.

The students of Language Program at the SMU are expected to have better speaking skill than the students of Science and Social Program. Unfortunately, the students' speaking skill is still poor. The students are often fearful of trying to speak English and worry about making mistakes. Moreover, the speaking activities in class are limited. It is because of the tight time and because there are not various activities that can motivate the students to speak.

This study aimed to design a set of supplementary speaking materials which can be used as supplementary materials in class. The set of speaking materials was designed for the third year students of Language Program at the SMU. In this study the writer conducted a library study and a survey. The library study was conducted to observe the English curriculum of the language Program at the SMU and books related with teaching-learning speaking and the instructional design model to be applied in designing the speaking materials. Meanwhile, the survey was conducted to obtain data from the respondents. The respondents gave their opinions and suggestions to evaluate the designed materials.

The results of the library study are; first, the instructional design model used in designed the set of supplementary speaking materials was Kemp's model. The model was used because of its capability and flexibility to be applied in any educational level. The second, the topics were derived from the list of functional skills in the 1994 English curriculum, and the organization of each unit was: WARM UP YOUR MIND! (pre-communicative activities), YOU SHOULD UNDERSTAND IT! (language function), CHECK THE WORDS (key vocabulary with the phonetic transcription),CHECK YOUR MIND!(oral drills), and SPEAK UP! (communicative activities). The set of speaking materials was designing by considering: (1) the students' characters such as young, creative and active, (2) what the students concerned, (3) style of the sentences and (4) the process of practicing speaking.

According to the results of the survey study, the designed set of supplementary speaking materials is acceptable. It is shown from the respondents' opinions about the designed materials. The central tendency of the lectures' opinions is between 3,6 and 4,2. Whereas the central tendency of the teachers' opinions is between 3,8 and 4,2.

ABSTRAK

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Kemampuan berbicara dalam bahasa Inggris pada siswa SMU kelas III Bahasa diharapkan lebih baik dari pada siswa dari jurusan IPA dan IPS. Sayangnya, kemampuan berbicara siswa jurusan Bahasa tidak seperti yang di harapkan. Mereka cenderung takut berbicara dan pasif. Kegiatan berbicara di kelas sangat terbatas karena tidak adanya kegiatan yang dapat memotivasi siswa untuk berani berbicara dan bebas berekspresi.

Studi ini bertujuan untuk mendesain satu set tambahan materi speaking yang menunjang kegiatan berbicara di kelas. Materi didesain semenarik mungkin dengan tema-tema yang dekat dengan kehidupan siswa sehari-hari. Pada studi ini, penulis menggunakan studi pustaka dan survey. Study pustaka dilaksanakan untuk mempelajari kurikulum Program Bahasa dan buku-buku yang berhubungan dengan latihan berbicara dan model design instruksional yang akan di terapkan dalam mendesain materi speaking. Sedangkan survey dilaksanakan untuk mengumpulkan data dari para responden. Para responden memberikan pendapat dan saran untuk mengevaluasi satu set materi speaking yang didesain.

Dari studi pustaka, penulis mendapatkan hasil sebagai berikut ; pertama, model desain instruksional yang digunakan untuk mendesain satu set materi speaking adalah model Kemp yang sudah diadaptasi. Penulis hanya menggunakan tujuh dari delapan langkah yang terdapat pada Model Kemp. Model Kemp digunakan karena fleksibilitas dan kemampuannya untuk diterapkan di setiap tingkat pendidikan. Kedua, tema diambil dari Kurikulum Bahasa Inggris 1994 dan dapat dipakai kapan saja, dan organisasi tiap unit adalah: WARM UP YOUR MIND! (pre-communicative activities), YOU SHOULD UNDERSTAND IT! (language function), CHECK THE WORDS!(key vocabulary with the phonetic transcription), TEST YOUR MIND! (oral drills), and SPEAK UP! (communicative activities). Satu set tambahan materi speaking ini di desain dengan mempertimbangkan: (1) karakter siswa, (2) apa yang siswa butuhkan, (3) bentuk kalimat dan, (4) proses dalam praktek speaking.

Dari hasil survey didapatkan hasil bahwa satu set tambahan materi Speaking yang didesain dinyatakan dapat di terima ini ditunjukkan dari pendapat para responden. Sedangkan nilai rata-rata dari pendapat para dosen adalah antara 3,6 dan 4,2. Sedangkan nilai rata-rata dari pendapat guru adalah antara 3,8 dan 4,2.