

ABSTRACT

Istiarni, Etti. 2002. *Designing a set of instructional speaking materials used in extracurricular activities for the first semester of second grade senior high school students adapted to the competency based curriculum*. Yogyakarta: English Language Education Study Program. Sanata Dharma University.

This study dealt with the *designing a set of instructional speaking materials used in extracurricular activities for the first semester of second grade senior high school students adapted to the competency based curriculum*. The issue that formed the background of designing these speaking materials was that there is lack of attention to speaking skill in the teaching of English as school and there are so many senior high school students, or even the graduates have not been able to use English Language to communicate as well.

There were two problems in this research. The first problem was how a set of instructional speaking materials used in extracurricular activities for the first semester of second grade senior high school students adapted to the competency based curriculum was designed. The second problem was what the designed set of materials looked like.

To answer the first question, the researcher conducted the library study. The result of library study was in the form of important steps of instructional design model. The steps of the instructional design were chosen from modified Kemp's design model. The steps consisted of, 1) Considering the goal, topics, and stating the general purpose for teaching each topic, 2) Identifying learner's characteristics, 3) Specifying learning objectives, 4) Clarifying subject content, 5) Selecting teaching learning activities, 6) Elaborating support services, and 7) Evaluating the designed set of materials.

The survey study was conducted to answer the second question. It was done by distributing questionnaires and doing interview to some respondents. The respondents were the second grade of senior high school students, the English lecturers, and the English course instructors. The second question of the study was answered by the presentation of the designed set of materials. The intended materials were developed in the form of eight units. Each unit was divided into four or five sections. They were Dialogue, Language Notes, Language Exercises, Communicative Activity and Language variation. Each section had important roles in the process of teaching speaking.

Based on the result of evaluation and respondents' suggestions, the instructional materials were revised. From their suggestions about the designed set of materials, it was found out that the means or average points of agreement were 3,6 to 4,2. It means that most of the respondents agreed that this designed set of materials had been generally well designed. The final version of the designed set of materials could be seen in appendix C.

ABSTRAK

Etti Istiarni. 2002. *Designing a set of instructional speaking materials used in extracurricular activities for the first semester of second grade senior high school students adapted to the competency based curriculum*. Yogyakarta: Pendidikan Bahasa Inggris. Universitas Sanata Dharma.

Studi ini difokuskan pada penyusunan materi ketrampilan berbicara untuk siswa semester 1, kelas 2 SMU disesuaikan dengan kurikulum berbasis kompetensi. Hal yang melatarbelakangi penyusunan materi ketrampilan berbicara ini adalah kurangnya perhatian terhadap ketrampilan berbicara dalam pengajaran bahasa Inggris di sekolah menengah umum dan banyaknya siswa SMU, atau bahkan lulusannya belum mampu menggunakan bahasa Inggris untuk berkomunikasi secara baik dan benar.

Ada 2 masalah dalam penelitian ini. Masalah yang pertama adalah bagaimana susunan materi berbicara yang digunakan dalam aktivitas ekstrakurikuler untuk semester 1 kelas 2 SMU yang disesuaikan dengan kurikulum berbasis kompetensi ini didesain. Masalah yang kedua yaitu, seperti apakah susunan materi berbicara yang digunakan dalam aktivitas ekstrakurikuler untuk semester 1, kelas 2 SMU yang disesuaikan dengan kurikulum berbasis kompetensi ini.

Untuk menjawab pertanyaan pertama, peneliti melakukan studi pustaka. Hasil dari studi pustaka tersebut adalah dalam bentuk langkah-langkah perancangan instruksional. Langkah-langkah perancangan instruksional tersebut dipilih dari model perancangan instruksional Kemp yang dimodifikasi. Langkah-langkah perancangan instruksional tersebut terdiri dari, 1) Menentukan tujuan, topik dan menyatakan tujuan-tujuan untuk mengajar masing-masing topik, 2) Menyebutkan karakteristik siswa-siswi, 3) Merumuskan tujuan-tujuan khusus materi, 4) Membuat daftar mengenai isi mata pelajaran, 5) Memilih sumber dan aktifitas belajar mengajar, 6) Mengembangkan jasa-jasa pendukung, 7) Evaluasi pada desain materi.

Studi survei dilakukan untuk menjawab pertanyaan yang kedua. Studi survei ini dilakukan dengan menyebarkan kuesioner dan melakukan wawancara pada beberapa responden. Responden yang ada dalam studi survei ini adalah siswa SMU kelas 2, Dosen bahasa Inggris, dan Instruktur bahasa Inggris. Permasalahan kedua ini terpecahkan dengan adanya presentasi seperangkat materi pelajaran yang telah disusun. Materi tersebut disusun dalam 8 unit pelajaran. Setiap unitnya dibagi dalam empat atau lima bagian pengajaran, yaitu *Dialogue*, *Language Notes*, *Language Exercises*, *Communicative Activity* dan *Language Variation*. Setiap bagian pengajaran mempunyai peran-peran penting dalam proses belajar pembelajaran.

Berdasarkan hasil penelitian evaluasi dan saran-saran dari para responden, materi pelajaran tersebut diperbaiki. Dari saran-saran pada materi pelajaran tersebut, diketahui bahwa rata-rata berkisar dari 3,6 sampai 4,2. Hal ini menunjukkan bahwa para responden setuju kalau materi yang disusun telah tersusun dengan baik. Versi terakhir bahan pengajaran ini dapat dilihat pada lampiran C.