

ABSTRACT

Rianugraha, Yose. 2004. *Designing a Set of English Conversational Materials as an Extra Curricular Activity for the Intermediate and Advanced Learners of the Intensive English Course (IEC) Yogyakarta*. Yogyakarta: Sanata Dharma University.

This study aimed to design a set of English conversational materials as an extra curricular activity for the intermediate and advanced learners of the Intensive English Course (IEC) Yogyakarta. The issue that formed the background of this study was that the IEC learners needed to join the extra curricular activities in order to improve their English skills. Daily Conversation was one of the extra curricular activities that the learners liked most. If the facilitators were well prepared with the interesting materials and topic to be discussed, the class would be livelier and it would attract the participants to have discussion.

There were two problems in this study. The first problem was how a set of English free conversation materials as an extra curricular activity for the intermediate and advanced learners of General English Course and Special English Conversation at IEC Yogyakarta was designed. The second problem was what the designed materials looked like.

To answer the first question, the writer combined the four models of instructional design, i.e. Klerk's, Kemp's, Banathy's, and Yalden's. There were nine steps conducted by the writer: 1) Needs Survey (adapted from Yalden's model), 2) Gather Data (adapted from Klerk's model), 3) Determining Goal, Topics and General Purposes (adapted from Kemp's model), 4) Development and Implementation Classroom Procedures (adapted from Yalden's model), 5) Design System (adapted from Banathy's model), 6) Evaluation (adapted from Kemp's model), 7) Change to Improve (adapted from Banathy's model).

To answer the second question, the writer presented the final version of the designed set of the materials after he conducted the survey study. The writer distributed questionnaires to the respondents in order to get the data about the feedbacks for the designed materials in forms of comments, opinions, criticisms and suggestions. There were seven respondents, i.e. four IEC English instructors and three Sanata Dharma University lecturers.

From the result of the survey study, the grand average degree of agreement was 4.13 on five-point scale. Therefore, the writer could draw a conclusion that the designed materials were good, acceptable and appropriate for the intermediate and advanced learners of the Intensive English Course (IEC) Yogyakarta. The designed materials consisted of ten units and there were two major activities in every unit, i.e. warming up/lead-in activity and main activity (the discussion). The final version of the designed materials can be seen in appendix F.

Finally, the writer hopes that the designed set of the materials will be useful for the facilitators who facilitate the conversation and the participants of the Daily Free Conversation to improve their speaking skills.

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Studi ini bertujuan untuk merancang materi percakapan Bahasa Inggris sebagai salah satu kegiatan extra kurikuler untuk siswa intermediate dan advanced di Intensive English Course (IEC) Yogyakarta. Hal yang melatarbelakangi studi ini adalah para siswa IEC perlu mengikuti kegiatan ekstra kurikuler dengan tujuan untuk meningkatkan kemampuan Bahasa Inggris mereka. *Daily Conversation* merupakan salah satu kegiatan ekstra kurikuler yang paling banyak diminati oleh para siswa. Jika sebelumnya fasilitator telah siap dengan materi dan topik yang menarik untuk bahan diskusi, maka suasana kelas akan menjadi lebih hidup dan dapat menarik para siswa untuk berdiskusi.

Ada dua masalah dalam studi ini. Masalah yang pertama adalah bagaimana merancang materi percakapan Bahasa Inggris sebagai salah satu kegiatan extra kurikuler untuk siswa intermediate dan advanced di Intensive English Course (IEC) Yogyakarta. Masalah yang kedua yaitu seperti apa tampilan materi tersebut.

Untuk menjawab permasalahan pertama, penulis mengkombinasikan empat model disain pengajaran, yaitu model Klerk, model Kemp, model Banathy dan model Yalden. Ada sembilan langkah yang dilakukan penulis, yaitu: 1) Survey Kebutuhan Siswa (disadur dari model Yalden), 2) Mengumpulkan Data (disadur dari model Klerk), 3) Merumuskan Tujuan, Topik dan Tujuan Instruksional Umum (disadur dari model Kemp), 4) Pengembangan dan Penyusunan Satuan Pelajaran (disadur dari model Yalden), 5) Mendisain Materi (disadur dari model Banathy), 6) Evaluasi Materi (disadur dari model Kemp), dan 7) Merevisi Materi (disadur dari model Banathy).

Untuk menjawab permasalahan kedua, penulis menunjukkan versi akhir dari disain materi setelah melakukan studi survey. Penulis membagikan kuesioner kepada para responden untuk mendapatkan balikan, komentar, opini, kritik dan saran tentang materi yang dirancang penulis. Ada tujuh responden yaitu empat instruktur Bahasa Inggris IEC Yogyakarta dan tiga dosen Bahasa Inggris Universitas Sanata Dharma.

Dari hasil survey, nilai rata-rata tingkat persetujuan yaitu 4,13 pada skala 5. Maka, penulis dapat menarik kesimpulan bahwa materi yang dirancang telah baik, dapat diterima dan sesuai untuk siswa intermediate dan advanced di Intensive English Course (IEC) Yogyakarta. Rancangan materi tersebut terdiri atas sepuluh unit dan terdapat dua kegiatan utama dalam setiap unitnya, yaitu kegiatan pre-diskusi dan diskusi. Versi terakhir dari rancangan materi ini dapat dilihat pada lampiran F.

Akhirnya penulis berharap bahwa rancangan materi ini dapat bermanfaat bagi para fasilitator yang mengajar *Daily Conversation* dan bagi para peserta sendiri untuk membantu mereka dalam meningkatkan kemampuan Bahasa Inggris.