

**ABSTRACT**

**Veronica Widi Handoyowati** (2004). *Designing a Set of English Instructional Speaking Materials for the Customer Service Officers of Bank Central Asia in Yogyakarta*. Yogyakarta: Sanata Dharma University

In the globalization development there has been an enormous increase of knowledge, capital, and technology which is indicated by the distribution of trade, communication, and access to goods and services. Therefore, every individual is expected to participate by having communicative competence. One of the means to have communicative competence is by mastering English because English has a crucial role in communication. Bank Central Asia in Yogyakarta as one of the well-reputed banks tries to compete in this stage of globalization by demanding its employees to be more competent in English. Customer Service Officers as the frontliners which deal with the customers directly should fulfill this demand. However, the Customer Service Officers of BCA in Yogyakarta have some difficulties to communicate with English-speaking people who visit the bank. Therefore, they need a solution to increase their ability in mastering English. Based on their needs and interest, the writer was prompted to design a set of English materials for the Customer Service Officers (CSO) of BCA Yogyakarta. Since the jobs of CSO were mostly related to speaking skill, the writer only designed speaking materials.

This study aimed at answering two problems of the study, they were: (1) How is a set of English instructional speaking materials for the Customer Service Officers of BCA Yogyakarta designed?, and (2) What does a set of English instructional speaking materials for the Customer Service Officers of BCA Yogyakarta look like?

To solve the problems of the study, the writer conducted two surveys. The first survey was needs survey. This survey was intended to find out the learners' interest, problems, and opinion which included observation, questionnaires, and interview. The second survey was materials evaluation survey. This survey was intended to obtain feedback for the revision and the improvement of the designed materials through questionnaires and interview.

To design the set of instructional speaking materials the writer adapted two instructional design models, proposed by Yalden and Kemp and combined some steps of each model into six steps, they were: needs survey, formulating goals, listing the topics, and stating the general purpose, specifying learning objectives, selecting and developing syllabus type, subject content, and evaluations and revisions.

The set of English instructional speaking materials for the Customer Service Officers of BCA Yogyakarta consisted of 10 units. Each unit consisted of four main sections namely Snapshot, Communicator, What to Say, and Let's Practice.

The result of the descriptive statistics showed that the average degree of agreement on the evaluation of the designed materials was 3.85, which could be concluded that the designed materials were applicable.

**ABSTRAK**

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Seiring dengan perubahan jaman, perkembangan pengetahuan, modal, dan teknologi yang ditandai dengan penyebaran perdagangan, komunikasi, akses barang-barang dan pelayanan terjadi dengan sangat pesat. Berbekal dengan kompetensi berkomunikasi, setiap orang diharapkan berpartisipasi dalam perkembangan tersebut. Penguasaan bahasa Inggris merupakan salah satu syarat untuk terlibat. Bank Central Asia di Yogyakarta dalam keterlibatannya mengharuskan karyawannya untuk menguasai bahasa Inggris. Customer Service Officers sebagai garda depan yang berhubungan langsung dengan nasabah harus memenuhi persyaratan ini. Namun, Customer Service Officers BCA Yogyakarta masih menemui kesulitan untuk berkomunikasi dengan nasabah yang berbicara dalam bahasa Inggris. Maka dari itu, mereka membutuhkan jalan keluar untuk meningkatkan kemampuan mereka dalam menguasai bahasa Inggris. Berdasarkan kebutuhan dan minat mereka, penulis tergerak untuk menyusun materi untuk Customer Service Officers BCA Yogyakarta. Karena pekerjaan CSO menuntut kemampuan berbicara, penulis hanya menyusun untuk materi berbicara.

Studi ini bertujuan menjawab dua pertanyaan masalah yaitu: (1) bagaimana materi instruksional berbicara bahasa Inggris untuk Customer Service Officers BCA Yogyakarta disusun?; dan (2) seperti apakah materi instruksional berbicara bahasa Inggris untuk Customer Service Officers BCA Yogyakarta?

Untuk memecahkan kedua masalah tersebut, penulis melakukan dua survei. Survei pertama adalah survei kebutuhan siswa. Survei yang meliputi observasi, kuesioner, dan wawancara ini ditujukan untuk mengetahui minat, kendala, dan opini dari siswa. Survei kedua adalah survei evaluasi materi. Survei ini bertujuan untuk mendapatkan masukan untuk perbaikan materi melalui kuesioner dan wawancara.

Untuk menyusun materi instruksional berbicara dalam bahasa Inggris, penulis mengadaptasi dua model, yaitu model Yalden dan model Kemp dan menggabungkan beberapa langkah dari setiap model menjadi enam langkah yaitu: survei kebutuhan, penyusunan tujuan, topik, dan tujuan instruksional umum, tujuan instruksional khusus, seleksi dan pengembangan silabus, isi materi, dan evaluasi dan revisi.

Materi instruksional berbicara bahasa Inggris untuk Customer Service Officers BCA Yogyakarta terdiri dari 10 unit. Setiap unit terdiri dari empat bagian utama yaitu Snapshot, Communicator, What to Say, dan Let's Practice.

Hasil dari survei evaluasi materi dilihat dari statistik deskriptif menunjukkan bahwa rata-rata tingkat persetujuan evaluasi materi adalah 3,85. Dapat disimpulkan bahwa materi dapat diterima dan layak diterapkan.