

ABSTRACT

Purnamasari, Agustina Veny. (2003). *Designing a Set of English Instructional Materials to Teach Speaking for the Novices of the Congregation of the Sisters of Saint Carolus Borromeus in Yogyakarta*. Yogyakarta: Sanata Dharma University.

The study was aimed to design a set of English instructional materials to teach speaking for the Novices of the Congregation of the Sisters of Saint Carolus Borromeus in Yogyakarta. There were two research questions: (1) how is a set of English instructional materials to teach speaking for the novices of the Congregation of the Sisters of Saint Carolus Borromeus designed? and (2) what does the designed set of materials look like?

This study is expected to provide a set of English instructional materials to help the novices to improve their speaking ability.

The writer reviewed the related literature upon which the study was laid down. In the theoretical review, the writer discussed the instructional models from Kemp, Yalden, and Banathy. Additionally, there are also review on the theories of English for Specific Purposes, Communicative Language Teaching, and speaking skill.

The research method employed in this study was survey research. In conducting the survey research, the writer employed two research instruments, namely, questionnaire and interview. There were two kinds of survey research held in this study. The first survey was needs survey that was used to analyze the subjects' needs in learning English. The second one was conducted to obtain the evaluation and feedback on the designed English instructional materials from eight lecturers of English Language Education Study Program of Sanata Dharma University and two English instructors of "P3 Bahasa" Sanata Dharma University and of "LBA-Interlingua" Yogyakarta, as the respondents.

So as to answer the first question, the writer designed a set of English instructional materials by combining Kemp's, Banathy's, and Yalden's instructional design models. There were eight steps used in this study, namely: (1) conducting needs survey, (2) formulating goals, topics and general purposes, (3) identifying learning objectives, (4) selecting the type of syllabus, (5) listing the subject content, (6) selecting the teaching or learning activities and instructional resources, (7) designing the system, and (8) revising.

The answer to the second question was the designed set of English instructional materials that consists of ten units. In each unit there are four sections. The first section is called Chitchat. It comprises examples of dialogues to arouse the learners' attention to the topic. The second section called Points to Ponder is

meant to provide useful expressions, vocabulary list, and grammar points related to the topic. The third section, Sharpen the Saw, contains exercises to check the learners' understanding of the topic. The last section, called Speak Up consists of communicative activities, such as role-play, games, and guided discussions.

From the respondents' evaluation on the designed materials, it was found out that the average degrees of agreements were 3.6 to 4.3 out of the scale that ranges from 1 to 5. It means that the respondents agreed that the instructional materials had been well designed.

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Studi ini bertujuan untuk mendesain materi instruksional Bahasa Inggris untuk mengajarkan keterampilan berbicara (*speaking*) dengan menggunakan Bahasa Inggris bagi para novis Kongregasi Suster-Suster Cinta Kasih Santo Carolus Borromeus di Yogyakarta. Dalam studi ini terdapat dua pertanyaan, yakni, (1) bagaimanakah materi instruksional Bahasa Inggris untuk mengajar ketrampilan berbicara (*speaking*) bagi para novis Kongregasi Suster-Suster Cinta Kasih Santo Carolus Borromeus dirancang? dan (2) seperti apakah desain materi Bahasa Inggris tersebut?

Studi ini diharapkan dapat menyediakan materi instruksional Bahasa Inggris untuk membantu para novis Kongregasi Suster-Suster Cinta Kasih Santo Carolus Borromeus di Yogyakarta untuk meningkatkan kemampuan mereka dalam berbicara menggunakan Bahasa Inggris.

Penulis melaksanakan tinjauan pustaka sebagai dasar penelitian. Dalam tinjauan teoritis tersebut, penulis membahas model-model desain instruksional dari Kemp, Yalden, dan Banathy; juga teori-teori mengenai *English for Specific Purposes*, *Communicative Language Teaching*, dan *speaking skill*.

Metode penelitian yang digunakan dalam studi ini adalah penelitian survei. Untuk melaksanakan penelitian survei tersebut, penulis menggunakan dua macam instrumen, yaitu, kuesioner dan wawancara. Dalam penelitian survei tersebut, terdapat dua jenis survei, yakni, yang pertama survei yang digunakan untuk menganalisa kebutuhan subjek (*needs analysis*) dalam mempelajari Bahasa Inggris; yang kedua, survei yang dilaksanakan untuk memperoleh evaluasi dan umpan balik dari responden terhadap desain materi instruksional.

Untuk menjawab pertanyaan yang pertama, penulis mendesain materi instruksional Bahasa Inggris ini dengan menggunakan model-model desain instruksional dari Kemp, Yalden, dan Banathy. Ada delapan langkah yang dilakukan dalam studi ini, yaitu, (1) *Conducting Needs Survey*, (2) *Formulating Goals, Topics, and General Purposes*, (3) *Identifying Learning Objectives*, (4) *Selecting the Type of Syllabus*, (5) *Listing the Subject Content*, (6) *Selecting the Teaching or Learning Activities and Instructional Resources*, (7) *Designing the System*, dan (8) *Revising*.

Jawaban dari pertanyaan kedua adalah desain materi instruksional Bahasa Inggris yang terdiri atas sepuluh unit. Dalam setiap unit terdapat empat bagian. Bagian yang pertama disebut *Chitchat*. Bagian ini berisi contoh-contoh dialog untuk menarik perhatian siswa terhadap topik yang dibahas. Bagian yang kedua, *Points to Ponder*, dimaksudkan untuk menyediakan berbagai ungkapan, daftar kosakata, dan *grammar* yang berhubungan dengan topik bahasan. Bagian yang ketiga, *Sharpen the Saw*, berisi latihan-latihan untuk mengetahui sejauh mana siswa dapat memahami topik yang dibahas. Bagian terakhir, yakni *Speak Up*, terdiri atas kegiatan-kegiatan komunikatif, seperti *role-play*, *games*, dan *guided-discussion*.

Dari evaluasi responden terhadap desain materi instruksional Bahasa Inggris, diketahui bahwa rata-rata tingkat persetujuan (*degrees of agreements*) mereka terhadap desain tersebut adalah 3,6 sampai dengan 4,3 dari skala 1 sampai dengan 5. Artinya, responden menyetujui bahwa materi instruksional Bahasa Inggris ini sudah dirancang dengan baik.