

ABSTRACT

Utami, Woro Wahyu. 2007. *Designing a Set of English Speaking Instructional Materials for staffs of Culture and Tourism Department in Sleman*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The role of English for Indonesians who work in tourism field is very significant. Tourism is one of those working field which requires English. Since tourism is mostly related to foreigners, the need for English seems to be urgent to be as a means of communication. The need of English as a means to communicate with the foreigners is also required by a Culture and Tourism Department in Sleman. The staffs of Culture and Tourism Department in Sleman should be able to speak English in order to promote the tourist destinations and cultures in Sleman. Since the tourists come from many different countries, English is used as the language of communication. That was the main reason why the writer was interested in conducting a study which aimed at producing a set of English speaking instructional materials for staffs of Culture and Tourism Department in Sleman.

There are two problems stated in this study. They are (1) How is a set of English speaking instructional materials for staffs of Culture and Tourism Department in Sleman designed? and (2) What will the set of English speaking instructional materials for staffs of Culture and Tourism Department in Sleman look like?

To answer the first problem of the study, the writer conducted the eight steps of the instructional design model which were the combination between Kemp's instructional design models and Yalden's instructional design models. The steps were conducting need survey, stating goals, topic, and general purposes, selecting the syllabus type, listing the subject contents, selecting teaching/learning activities, evaluating and revising the materials design. Based on the need survey, the writer chose Communicative Language Teaching as the teaching approach because this approach emphasizes speaking skill.

Meanwhile, to answer of the second problem the writer developed the final version of the materials design which had been improved and revised based on the participants' feedback, suggestions, and comments. The final version of the instructional materials for staffs of Culture and Tourism Department in Sleman consists of eight units. They are (1) Greetings and Introductions, (2) Offering Services, (3) Telephoning, (4) Giving Direction to The Tourism Destinations, (5) Describing Tourism Destinations, (6) Describing Cultural Events, (7) Giving Tourism Information, (8) Telling History. Meanwhile, each unit is divided into four activities. They are (1) Be Familiar, (2) Keep in Your Mind, (3) Use it Correctly, and (4) Speak Up. With the activities, it is expected that the students' learning can be facilitated.

From the results of the post- design survey, the writer draws a conclusion that the materials design is good and appropriate for the staffs of Culture and Tourism Department in Sleman. It is indicated from the results of the questionnaire in the post design survey the mean score of the statements is 3.5. It

indicates that the materials design is acceptable. However, there are also some revisions that should be conducted, especially about the vocabulary and grammar accuracy.

Finally, the writer offers two primary suggestions for the English instructors and the future researchers. The first is that the other English instructors may use this materials design to teach the staffs of Culture and Tourism Department in Sleman. Then, the future researchers are suggested to conduct a new study as the course is progressing so that the materials design would be more applicable and appropriate for the staffs of Culture and Tourism department in Sleman.



ABSTRAK

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Peran bahasa Inggris bagi karyawan kepariwisataan sangatlah penting. Pariwisata merupakan salah satu lapangan pekerjaan yang membutuhkan kecakapan dalam berbahasa Inggris. Semenjak kepariwisataan selalu berhubungan dengan orang asing kebutuhan untuk belajar bahasa Inggris sangatlah penting. Kebutuhan untuk belajar bahasa Inggris sebagai alat untuk berkomunikasi dengan orang asing juga dibutuhkan oleh Departemen Kebudayaan dan Pariwisata Sleman. Karyawan dituntut untuk mampu berkomunikasi dalam bahasa Inggris guna mempromosikan objek-objek wisata dan kekayaan budaya yang ada di Sleman. Karena para wisatawan pada umumnya berasal dari berbagai negara, maka bahasa Inggris digunakan sebagai alat untuk berkomunikasi. Hal inilah alasan utama kenapa penulis tertarik melakukan studi di bidang ini, yang nantinya akan menghasilkan seperangkat materi pengajaran bagi karyawan Dinas Kebudayaan dan Pariwisata di Sleman..

Ada dua permasalahan yang dirumuskan dalam studi ini. Kedua permasalahan tersebut yaitu (1) Bagaimana seperangkat materi pengajaran berbicara bahasa Inggris bagi karyawan Departemen Kebudayaan dan Pariwisata Sleman dirancang? (2) Seperti apakah materi pengajaran berbicara bahasa Inggris tersebut?

Untuk menjawab permasalahan pertama, penulis melakukan delapan langkah model pengembangan materi yang merupakan penggabungan antara model pengembangan materi yang diajukan oleh Kemp dan Yalden. Langkah-langkahnya adalah *conducting need survey, stating goals, topic, and general purposes, selecting the syllabus type, listing the subject contents, selecting teaching/learning activities, evaluating and revising the materials design*. Berdasarkan survei kebutuhan siswa, penulis memilih *Communicative Language Teaching Approach* karena metode ini lebih menekankan pada kemampuan untuk berbicara.

Sedangkan untuk menjawab permasalahan yang kedua penulis mengembangkan rancangan akhir materi pengajaran yang telah mendapatkan umpan balik, kritik, saran, dan pendapat dari partisipan kedua. Bentuk akhir materi pengajaran bagi karyawan Departemen Kebudayaan dan Pariwisata Sleman terdiri dari delapan unit. Mereka adalah; (1) *Greetings and Introductions*, (2) *Offering Services*, (3) *Telephoning*, (4) *Giving Direction to The Tourism Destinations*, (5) *Describing Tourism Destinations*, (6) *Describing Cultural Events*, (7) *Giving Tourism Information*, (8) *Telling History*. Untuk masing-masing unit, kegiatannya dibagi menjadi empat aktivitas utama. Mereka adalah; (1) *Be Familiar*, (2) *Keep in Your Mind*, (3) *Use it Correctly*, and (4) *Speak Up*. Aktivitas-aktivitas tersebut diharapkan dapat mempermudah kegiatan belajar-mengajar siswa. Dari hasil survei pasca perancangan materi, penulis menarik kesimpulan bahwa materi pengajaran yang dirancang tersebut bagus dan sesuai

untuk karyawan Departemen Kebudayaan dan Pariwisata Sleman. Hal ini ditunjukkan dari hasil kuesioner dalam survei studi tersebut bahwa nilai rata-rata dari evaluasi materi adalah 3,5. Hal ini menunjukkan bahwa materi pengajaran tersebut dapat diterima dan diterapkan untuk karyawan Departemen Kebudayaan dan Pariwisata Sleman. Meskipun demikian beberapa perbaikan juga perlu dilakukan terutama mengenai penambahan daftar kosakata dan yang paling utama adalah perbaikan tatabahasa.

Akhirnya, penulis memberikan dua saran bagi para guru maupun instruktur bahasa Inggris dan peneliti yang selanjutnya. Pertama, para instruktur bahasa Inggris diharapkan menerapkan materi ini digunakan untuk karyawan Departemen Kebudayaan dan Pariwisata di Sleman. Kemudian, disarankan bagi para peneliti selanjutnya untuk mengadakan studi lebih lanjut di bidang ini sehingga materi ini bisa lebih sesuai diterapkan untuk karyawan Departemen Kebudayaan dan pariwisata.

