

## ABSTRACT

Aurora, Clara. 2008. *English Instructional Materials for the Mechanical Engineering Students of Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The needs of English keep growing because many people use English to communicate and to carry out their business. Mechanical Engineering students of Sanata Dharma University are one of the examples. They need to master spoken and written English in order to survive during their study and in the working world. Unfortunately, English subject is not included yet in the curriculum of Mechanical Engineering study program of Sanata Dharma University; instead, TOEFL was the requirement for the students to conduct Thesis defense. Yet, TOEFL test will not be able to develop the students' English in the Mechanical Engineering area. The unsuccessful policy of requiring TOEFL test to measure the students' English ability motivates the study program to establish an English subject that will accommodate the students' needs in mastering English in mechanical Engineering area. However, the establishment of an English subject brings the study program to a new problem, inexistence of the English instructional materials. Therefore, in this research, the writer intended to design instructional materials for the students of the Mechanical Engineering Study Program of Sanata Dharma University. There were two problems solved in this study: 1) How are English Instructional Materials for the students of the Mechanical Engineering Study Program of Sanata Dharma University designed? 2) What do the designed English Instructional Materials for the students of the Mechanical Engineering Study Program of Sanata Dharma University look like?

To answer those two questions, the writer employed Educational Research and Development (R & D) method. Pre-design activities were conducted in gathering the data to develop the materials. Questionnaire and interview guideline were used in pre-design activities to obtain data around the students needs and interests. The data obtained in pre-design activities were used as the basic information in developing the instructional materials. To evaluate the materials, post-design activities were conducted. In the post-design activities, questionnaire was used to obtain criticism, feedback, and comments on the designed materials.

In order to answer the first question, the writer adapted Kemp's model. She simplified the model into three steps, they were (1) analyze, (2) design, and (3) evaluate. In the first step, learners' characteristics were analyzed. Based on that information, instructional materials were designed. Then they were evaluated and revised. To answer the second questions, the writer presented the final version of the designed materials after making some revisions and improvements based on the result of the research in post-design activities. There were eight units in the designed materials. Each unit consists of seven activities, namely "Let's Review", "Browse Your Idea", "New Stuffs", "Sharpen Your Skill", "Language Focus", "Act Up", and "Let's Conclude".

The mean as the result of the post-design research ranged from 3.7 up to 4.7. It means that the designed materials were appropriate for the Mechanical Engineering students of Sanata Dharma University to learn English. The complete designed materials are presented in Appendix G.

### **ABSTRAK**

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Kebutuhan akan Bahasa Inggris semakin meningkat karena semakin banyak orang yang menggunakan Bahasa Inggris untuk berkomunikasi dan untuk menjalankan bisnisnya. Mahasiswa program studi Teknik Mesin adalah salah satu contohnya. Mereka perlu menguasai Bahasa Inggris dalam bentuk lisan dan tertulis agar dapat berhasil selama masa studinya dan di dunia kerja nantinya. Sayangnya, mata kuliah Bahasa Inggris belum termasuk didalam kurikulum program studi Teknik Mesin, sebaliknya, TOEFL diwajibkan bagi siswa sebagai prasyarat untuk dapat menempuh Ujian Tugas Akhir. Sayangnya, tes TOEFL tidak dapat membantu siswa untuk mengembangkan kemampuan Bahasa Inggris khususnya di bidang Teknik Mesin. Gagalnya kebijakan yang menggunakan TOEFL sebagai alat untuk mengukur kemampuan berbahasa Inggris siswa, memotivasi program studi untuk menyelenggarakan mata kuliah bahasa Inggris yang dapat mengakomodasi kebutuhan siswa untuk menguasai bahasa Inggris di bidang Teknik Mesin. Penyelenggaraan mata kuliah bahasa Inggris ini membawa masalah baru bagi program studi, yaitu ketiadaan materi. Oleh karena itu, melalui studi ini penulis bermaksud untuk merancang materi untuk pelajaran bahasa Inggris bagi mahasiswa program studi Teknik Mesin Universitas Sanata Dharma. Ada dua masalah yang dianalisa dalam studi ini: 1) Bagaimana materi untuk pelajaran bahasa Inggris bagi mahasiswa program studi Teknik Mesin Universitas Sanata Dharma dirancang? 2) Seperti apakah rancangan materi untuk pelajaran bahasa Inggris bagi mahasiswa program studi Teknik Mesin Universitas Sanata Dharma?

Untuk menjawab dua permasalahan tersebut, penulis menggunakan metode *educational research and development* (R & D). Aktivitas sebelum perancangan materi dilaksanakan untuk mengumpulkan data yang digunakan untuk merancang materi. Kuesioner dan panduan wawancara digunakan ditahap sebelum perancangan untuk memperoleh data seputar kebutuhan dan minat siswa. Data yang diperoleh ditahap sebelum perancangan digunakan sebagai dasar untuk menyusun materi. Untuk mengevaluasi materi, aktivitas setelah perancangan dilaksanakan. Ditahap setelah perancangan, kuesioner digunakan untuk memperoleh kritik, masukan, dan komentar tentang materi yang telah disusun.

Untuk menjawab pertanyaan pertama, penulis mengadaptasi model Kemp. Penulis menyederhanakan model Kemp menjadi tiga langkah, mereka adalah (1) menganalisa, (2) merancang, dan (3) mengevaluasi. Dilangkah yang pertama, karakter siswa dianalisa. Berdasarkan informasi tersebut, materi disusun. Kemudian materi dievaluasi dan diperbaiki. Untuk menjawab pertanyaan kedua, penulis menampilkan versi akhir materi setelah sebelumnya memperbaiki dan menambahkan beberapa hal berdasarkan hasil dari kegiatan setelah perancangan. Materi tersebut memiliki delapan unit. Tiap unitnya terdiri dari tujuh aktivitas yang bernama “*What Let’s Review*”, “*Browse Your Idea*”, “*New Stuff*”, “*Sharpen Your Skill*”, “*Language Focus*”, “*Act Up*”, and “*Let’s Conclude*”.

Nilai rata-rata sebagai hasil dari survey terhadap rancangan materi berkisar antara 3.7 sampai 4.7. Angka tersebut menunjukkan bahwa rancangan materi tersebut

tepat untuk mahasiswa program studi Teknik Mesin Universitas Sanata Dharma. Rancangan materi yang lengkap dipresentasikan di lampiran G.

