

ABSTRACT

Juniarsa, Lukas. 2010. *A Set of English Speaking Instructional Materials for the Staff of Bantul Community-Based Rehabilitation Using Cooperative Learning Theory*. Yogyakarta: Sanata Dharma University.

This research focuses on designing a set of speaking instructional materials for the staff of Bantul Community-Based Rehabilitation using cooperative learning theory. It considers that the staff members need to master the English skills, namely listening, speaking, reading, and writing. Among those skills, speaking is the most commonly language used to communicate (Randolp, 1985:3). The staff of Bantul Community-Based Rehabilitation tends to be able to speak English since they are accustomed to communicate with some foreign people who support the fund. Realizing that the staff has different English background knowledge, cooperative learning is suitable used as teaching-learning activity. The problem comes from the insufficient speaking materials for the learners. To respond the problem, a research was conducted. The research was intended to design a set of speaking instructional materials for the staff of Bantul Community-Based Rehabilitation using cooperative learning theory.

The research discusses two problems. Those problems are (1) How is a set of speaking instructional materials for the staff of Bantul Community-Based Rehabilitation using cooperative learning theory designed? (2) What does a set of speaking instructional materials for the staff of Bantul Community-Based Rehabilitation using cooperative learning theory look like?

To answer those two questions, the writer employed Research and Development Method which consisted of ten steps. In the study, the writer only employed the first five steps of R & D Method. Those steps were (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) product evaluation, and (5) main product revision.

To answer the first question, the writer applied nine stages of instructional design model, which were adapted from Kemp's, Yalden's and Dick and Carey's models. The stages were (1) holding needs analysis, (2) identifying learners' characteristic, (3) identifying goal, topics, and general purposes, (4) identifying learning objectives, (5) selecting syllabus, (6) selecting teaching learning activities, (7) listing subject content, (8) designing materials, and (9) conducting evaluation. To answer the second question, the writer presented the instructional design materials using Cooperative Learning for the staff of Bantul Community-Based Rehabilitation. The materials consist of nine units. Each unit consists of four sections, namely **warming-up, conversation, language focus, and what have you learnt?**

The materials evaluation results showed that the mean ranged from 3.4 to 4. It shows that the designed materials are good and acceptable to be used for the staff of Bantul Community-Based Rehabilitation.

Finally, the writer hopes that the materials will be beneficial for both the learners (staff of Bantul Community-Based Rehabilitation) and their English instructors of the staff of Bantul Community-Based Rehabilitation's speaking ability.

ABSTRAK

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Penelitian ini menekankan pada pembuatan seperangkat materi berbicara untuk staf CBR Bantul menggunakan teori *cooperative learning*. Teori ini digunakan dengan mempertimbangkan bahwa para staf menginginkan dapat menguasai keterampilan berbahasa Inggris; yaitu ketrampilan mendengarkan, berbicara, membaca, dan menulis. Diantara semua keterampilan tersebut, berbicara adalah ketrampilan yang paling umum digunakan untuk berkomunikasi (Randopl, 1985:3). Para staff CBR Bantul diharapkan mampu berkomunikasi menggunakan bahasa Inggris karena ada kenyataan bahwa pihak kantor terbiasa menjalin relasi dengan donatur dari luar negeri. Menyadari bahwa para staff CBR Bantul mempunyai dasar kemampuan berbahasa Inggris yang berbeda, pendekatan belajar mengajar menggunakan *cooperative learning* itu sesuai untuk digunakan. Namun, masalah yang sekiranya dapat mengganggu adalah kurangnya materi berbicara yang dapat menunjang proses belajar. Oleh karena itu, sebuah penelitian dilaksanakan untuk menanggapi masalah tersebut yang bertujuan untuk merancang materi pembelajaran berbicara untuk staf CBR Bantul menggunakan teori *cooperative learning*.

Terdapat dua masalah yang dibahas dalam penelitian ini. Masalah-masalah tersebut adalah (1) bagaimana materi pembelajaran berbicara untuk staf CBR Bantul menggunakan teori *cooperative learning* dirancang dan (2) bagaimana materi pembelajaran berbicara untuk staf CBR Bantul menggunakan teori *cooperative learning* disajikan.

Untuk menjawab kedua pertanyaan tersebut, penulis mengimplementasikan *Research and Development Method* yang terdiri dari sepuluh langkah. Namun dalam penelitian ini, penulis hanya mengimplementasikan lima langkah pertama dari *R&D Method*. Langkah-langkah tersebut adalah (1) *research and information collecting*, (2) *planning*, (3) *develop preliminary form of product*, (4) *product evaluation*, dan (5) *main product revision*.

Untuk menjawab pertanyaan pertama, penulis menerapkan delapan langkah dari model pembuatan materi yang diadaptasi dari model Kemp, Yalden, dan Dick dan Carey. Langkah-langkah tersebut adalah (1) melakukan survei kebutuhan, (2) mempelajari karakter murid, (3) menentukan tujuan, topik, dan tujuan umum, (4) merumuskan indikator, (5) menyeleksi silabus pembelajaran, (6) menyeleksi aktivitas pembelajaran, (7) merancang isi materi, (8) mendesain materi, dan (9) mengevaluasi rancangan materi. Sedangkan untuk menjawab pertanyaan kedua, penulis menyajikan materi pembelajaran berbicara untuk staf CBR Bantul menggunakan teori *cooperative learning* yang terdiri dari sembilan unit. Masing-masing unit terdiri dari empat bagian, yaitu *warming-up*, *conversation*, *language focus*, dan *what have you learnt?*

Dari hasil evaluasi rancangan materi didapatkan nilai rata-rata yang berkisar antara 3,4 – 4. Hal itu menunjukkan bahwa rancangan materi pembelajaran

tersebut cukup bagus dan bisa diterima serta digunakan bagi para staf CBR Bantul.

Akhir kata, penulis mengharapkan materi pembelajaran ini bermanfaat bagi bagi para staf CBR Bantul dan pengajarnya untuk meningkatkan kemampuan untuk meningkatkan kemampuan berbicara mereka.

