

ABSTRACT

Franciska, Ria.2008. *Task-based English Speaking Instructional Materials for the Students of Management Major of Duta Wacana University Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study was aimed to design a set of English speaking instructional materials for the students of Management Major of *Duta Wacana University Yogyakarta* using Task-based Learning. There were two problems discussed in this study. The first problem dealt with how a set of English speaking instructional materials for the students of Management Major of *Duta Wacana University Yogyakarta* is designed. The second problem dealt with what the designed materials look like.

The research method employed in this study was Research and Development (R&D). There are ten steps in the R&D. The writer only applied the first five steps of the R&D steps. They were research and information collecting, planning, developing preliminary form of product, preliminary field testing, and main product revision.

In order to answer the first problem, the writer adapted Yalden's and Kemp's instructional design models. There were eight steps conducted by the writer: 1) conducting a needs analysis, 2) deciding goals, topics, and general purposes, 3) specifying the learning objectives, 4) selecting syllabus type, 5) listing the subject content, 6) selecting teaching-learning activities, 7) evaluating the designed materials, and 8) revising the designed materials. These eight steps reflected the first five steps of the R&D steps above.

In order to answer the second problem, the writer presented the final version of the designed materials. The designed materials consist of eight units. They are *Making and Receiving Telephone Calls, Making a Deal, Buying and Selling, Handling Complaints, Having an Overseas Business Trip, Presenting Products, Attending a Meeting, and Preparing Yourself for a Job Interview*. Each unit covers three stages of Task-based Learning Framework, namely pre-task, task cycle, and language focus.

The making of the final version of the designed materials was based on the opinion, evaluation, and suggestions of the respondents of the post-design survey. The grand average degree of agreement was 3.4 on four-point scale. Therefore, it could be concluded that the designed materials were good, applicable, and acceptable for the Students of Management Major of *Duta Wacana University*.

Finally, the writer hopes that these designed materials help the students of Management Major of *Duta Wacana University Yogyakarta* to improve their English speaking ability. The writer also expects that these designed materials give contributions to the English lecturers and the future researchers.

ABSTRAK

Franciska, Ria.2008. *Task-based English Speaking Instructional Materials for the Students of Management Major of Duta Wacana University Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Studi ini bertujuan untuk merancang seperangkat materi pengajaran berbicara bahasa Inggris untuk mahasiswa Program Studi Manajemen Universitas Duta Wacana Yogyakarta menggunakan Task-based Learning. Ada dua permasalahan yang dibahas dalam studi ini. Permasalahan yang pertama adalah bagaimanakah seperangkat materi pelajaran berbicara bahasa Inggris untuk mahasiswa Program Studi Manajemen Universitas Duta Wacana Yogyakarta dengan menggunakan *Task-based Learning* dirancang. Permasalahan yang kedua adalah seperti apakah rancangan materi tersebut.

Metode penelitian yang dipakai dalam studi ini adalah Research and Development (R&D). Terdapat sepuluh langkah dalam R&D. Penulis hanya menerapkan lima langkah pertama. Langkah-langkah tersebut adalah penelitian dan pengumpulan informasi, perancangan, pengembangan produk awal, pengujian awal, pelaksanaan revisi produk utama.

Untuk menjawab permasalahan pertama, penulis mendapatkan model instruksional Yalden dan Kemp. Ada delapan langkah yang diterapkan oleh penulis, yaitu: 1) melaksanakan analisis kebutuhan, 2) merumuskan tujuan dan topik, 3) membuat spesifikasi tujuan pembelajaran, 4) mengembangkan silabus, 5) mengembangkan isi materi, 6) menyeleksi aktivitas belajar mengajar, 7) mengevaluasi materi, dan 8) memperbaiki materi.

Untuk menjawab permasalahan kedua, penulis mempersembahkan versi akhir dari rancangan materi. Rancangan materi tersebut terdiri dari delapan unit. Unit-unit tersebut adalah *Making and Receiving Telephone Calls, Making a Deal, Buying and Selling, Handling Complaints, Having an Overseas Business Trip, Presenting Products, Attending a Meeting, and Preparing Yourself for a Job Interview*. Setiap unit memuat tiga langkah dari kerangka *Task-based Learning*, yaitu *pre-task* (sebelum aktivitas utama), *task cycle* (serangkaian aktivitas), dan *language focus* (fokus bahasa).

Pembuatan versi akhir dari rancangan materi berdasarkan opini, evaluasi, dan saran- saran dari para responden penelitian. Nilai rata-rata tingkat persetujuan yaitu 3,4 dari skala 4. Maka, penulis dapat menarik kesimpulan bahwa materi yang dirancang sudah baik, dapat diterapkan dan diterima oleh mahasiswa Program Studi Manajemen Universitas Duta Wacana Yogyakarta.

Akhirnya, penulis berharap bahwa rancangan materi tersebut dapat membantu untuk meningkatkan kemampuan berbicara dalam bahasa Inggris mahasiswa Program Studi Manajemen Universitas Duta Wacana Yogyakarta. Penulis juga berharap rancangan materi ini memberikan kontribusi pada para dosen bahasa Inggris dan para peneliti yang akan melakukan penelitian lebih lanjut.