

ABSTRACT

Suharti, Fransisca. 2009. *Extra-Curricular Speaking Materials Based on Communicative Language Learning for the 10th Grade Students of SMA Pangudi Luhur Sedayu Bantul*. Yogyakarta: English Language Education Study Program Sanata Dharma University.

This research was conducted to design extra-curricular speaking materials based on communicative language learning for the 10th grade students. There were two questions formulated in the problem formulation that were 1). How is extra-curricular speaking materials using games and problem solving for the 10th grade students of *SMA Pangudi Luhur Sedayu Bantul* was designed? and 2). What does the designed extra-curricular speaking materials look like?

To answer the two research questions above, the writer applied five steps of Research & Development theory. They were: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. The data gathering techniques used were questionnaire, interview and observation.

To answer the first question, the writer adapted the Kemp and Yalden's instructional design model that consisted of seven steps. The adapted steps were: (1) Conducting Needs Survey, (2) Specifying Topics, Goals, and General Purposes, (3) Specifying Learning Objectives, (4) Listing Subject Contents, (5) Selecting Teaching Learning Activities and Instrument Resources, (6) Conducting Evaluation and Revision, (7) Presenting the Final Version of the Materials Design. The writer also adapted Communicative Language Teaching and Cooperative Learning for elementary learners in designing the materials.

After being designed, the designed materials were evaluated by distributing a questionnaire to an English teacher of *SMA Pangudi Luhur Sedayu Bantul* and two lecturers of English Education Study Program Sanata Dharma University. The writer used the Central Tendency formulation to analyze that data. It was resulted that the score of the *mean* were 4.2, 3.7, 4, 4.2, 3, 4.2, 3, 4.2, 3.5, and 4.2. The result showed that all score of the Mean were more than 3.5. Therefore, it could be concluded that most of respondents agreed that the designed materials were acceptable and appropriate to be implemented. However, there were some revisions that need to be conducted to improve the designed materials.

To answer the second question, the writer presented the final version of the designed materials after making some revisions and improvements based on results of the designed materials evaluation. The materials consisted of eight units. They were *Greeting and Introduction*, *Congratulating and Sympathizing*, *Complimenting*, *Thanking and Replying to Thanks*, *Expressing Feelings*, *Giving Instructions*, *Talking about Folk Tales*, and *Giving Advice*. Each unit consisted of four main part, which were *Warm Up*, *Let's Talk*, *Wrap Up* and *Review*.

Finally, the writer expects that the designed materials will help learners to learn speaking effectively through the enjoyable way, which are games and problem solving. The writer also expects that the designed materials will be useful for the English teachers and the future researchers.

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Penelitian ini dilaksanakan untuk merancang seperangkat materi berbahasa Inggris untuk siswa kelas 10 untuk mengajar berbicara. Terdapat dua pertanyaan rumusan masalah yaitu 1). Bagaimana seperangkat materi berbahasa Inggris untuk siswa kelas 10 untuk mengajar berbicara dirancang? dan 2). Bagaimanakah bentuk seperangkat materi bahasa Inggris untuk siswa kelas 10 untuk mengajar berbicara tersebut?

Untuk menjawab dua pertanyaan rumusan masalah diatas, peneliti menerapkan 5 langkah *Research and Development* (R & D) yaitu: (1) Pengumpulan penelitian dan informasi, (2) Perencanaan, (3) Pengembangan bentuk awal dari produk, (4) Pengujian awal di lapangan, dan (5) Perbaikan produk utama. Penulis menggunakan kuesioner, wawancara dan observasi untuk mengumpulkan data.

Untuk menjawab pertanyaan pertama, penulis mengadaptasi langkah-langkah sebuah model perancangan pembelajaran dari Kemp dan Yalden. Langkah-langkah yang diadaptasi antara lain: (1) melaksanakan survei, (2) menentukan topik, tujuan pembelajaran dan tujuan umum pembelajaran, (3) menentukan tujuan khusus pembelajaran, (4) menulis materi, (5) mengembangkan dan menyeleksi materi pembelajaran, (6) melaksanakan evaluasi dan perbaikan, (7) menyajikan versi akhir dari materi yang dirancang. Selain itu, penulis juga mengadaptasi teori pendekatan pembelajaran berbasis kerja sama (*Cooperative Learning*) dan metode pembelajaran yang komunikatif (*Communicative Language Teaching*) untuk pelajar yang masih di tingkat dasar.

Materi yang telah dirancang kemudian dievaluasi dengan menyebarkan kuesioner kepada guru bahasa Inggris SMA Pangudi Luhur Sedayu Bantul dan dua dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma. Untuk menganalisa data yang didapat, penulis menggunakan rumus *Central Tendency*.

Dari analisis data diatas, peneliti menemukan bahwa nilai rata-rata atau *mean* adalah 4.2, 3.7, 4, 4.2, 3, 4.2, 3, 4.2, 3.5, and 4.2. Hasil evaluasi tersebut menunjukkan bahwa semua nilai *mean* atau nilai rata-rata berada di atas 3.5. Dengan demikian, dapat disimpulkan bahwa sebagian besar responden setuju bahwa materi pembelajaran ini sudah sesuai dan dapat diterapkan. Namun, masih diperlukan beberapa perbaikan dan peningkatan dalam proses perancangan materi dan bentuk materi.

Untuk menjawab pertanyaan kedua, penulis menyajikan versi akhir dari materi yang telah dirancang setelah melalui beberapa perbaikan dan peningkatan berdasarkan hasil evaluasi diatas. Materi tersebut terdiri dari 8 unit. Kedelapan unit tersebut adalah *Greeting and Introduction, Congratulating and Sympathizing, Complimenting, Thanking and Replying to Thanks, Expressing Feelings, Giving*

Instructions, Talking about Folk Tales, and Giving Advice. Masing-masing unit terdiri dari 4 bagian besar yaitu Warm Up, Let's Talk, Wrap Up and Review.

Akhirnya, penulis berharap bahwa materi yang telah dirancang dapat membantu siswa untuk berbicara bahasa Inggris dengan efektif dan menyenangkan. Penulis juga berharap bahwa materi tersebut dapat berguna bagi para guru dan peneliti berikutnya.

