

ABSTRACT

Pratiwi, Agustina Budi Pratiwi. 2009. *Designing a Set of Integrated Listening and Speaking Materials Based on Collaborative Learning for the Eleventh Grade Students of SMA Negeri 1 Depok*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Listening and speaking are important language skills for learners to develop. Unfortunately, the teaching of listening and speaking is still frequently problematic, particularly in *SMA Negeri 1 Depok*. The limitation of instructional materials and learning media is believed to be one of the obstacles of the implementation of effective listening and speaking teaching-learning activities. Considering that, this study is then aimed at developing a set of integrated listening and speaking materials based on Collaborative Learning for the eleventh grade students of *SMA Negeri 1 Depok*.

There were two questions formulated in the problem formulation, namely, (1) how is a set of integrated listening and speaking materials based on Collaborative Learning for the eleventh grade students of *SMA Negeri 1 Depok* designed? and (2) what does the designed set of the materials look like?.

To answer the first question, the writer employed the adaptation of Kemp's instructional design model as the realization of Educational Research and Development (R & D) method. There were nine instructional design steps employed in this study, namely, (1) enumerating learners' characteristics, (2) formulating goals and general purposes, (3) formulating topics, (4) specifying learning objectives, (5) listing subject contents, (6) selecting teaching or learning activities and instructional resources, (7) coordinating support services (budget, personnel, and equipment), (8) evaluating the designed set of the materials, and (9) revising the designed set of the materials.

In this study, the data obtained through needs survey served as the basis to develop the materials. Whereas, the data obtained by conducting evaluation and expert validation served as the basis for revisions. The data gathered from conducting evaluation and expert validation showed that the designed set of the materials was well-developed, although some revisions were necessary. Based on the comments and suggestions from the evaluators, the writer improved the materials related to subject contents and learning activities.

The presentation of the final version of the designed set of the materials served as the answer to the second question. The designed set of the materials consists of six units, namely, *Environment* (unit 1), *Education* (unit 2), *Legend* (unit 3), *Porquoi Tale* (unit 4), *Digital Library* (unit 5), and *Health* (unit 6). Each unit consists of 'Building Knowledge', 'Let's Listen', 'Let's Speak', and 'Let's Wrap Up' sections.

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Mendengarkan dan *berbicara* merupakan keterampilan berbahasa yang penting untuk dikembangkan. Namun demikian, pengajaran *mendengarkan* dan *berbicara* masih sering menjumpai banyak kendala, khususnya seperti yang terjadi di SMA Negeri 1 Depok. Sangat terbatasnya materi pembelajaran *listening* dan *speaking* serta kurangnya media pembelajaran diyakini sebagai salah satu penghambat penerapan kegiatan pembelajaran *mendengarkan* dan *berbicara* yang efektif bagi para siswa di sekolah. Penelitian ini bertujuan untuk mengembangkan seperangkat materi *mendengarkan* dan *berbicara* berdasarkan *Collaborative Learning* untuk kelas XI SMA Negeri 1 Depok.

Dalam penelitian ini, terdapat dua pertanyaan dalam perumusan masalah yaitu (1) bagaimanakah seperangkat materi *mendengarkan* dan *berbicara* berdasarkan *Collaborative Learning* untuk siswa kelas XI SMA Negeri 1 Depok dirancang? dan (2) bagaimanakah penyajian materi *mendengarkan* dan *berbicara* yang telah disusun tersebut?.

Untuk menjawab pertanyaan yang pertama dalam perumusan masalah, penulis mengadaptasi model perancangan instruksional yang dikembangkan oleh Kemp sebagai realisasi metode *Educational Research and Development (R & D)*. Terdapat sembilan langkah perancangan instruksional dalam penelitian ini. Langkah-langkah tersebut adalah (1) pengidentifikasian karakteristik siswa, (2) perumusan tujuan dan tujuan umum, (3) perumusan topik, (4) perumusan tujuan khusus, (5) perincian isi materi, (6) pemilihan dan pengembangan kegiatan pembelajaran (pengembangan materi pembelajaran), (7) pengkoordinasian peralatan pendukung (anggaran dan perlengkapan), (8) pengevaluasian materi, dan (9) perevisian/perbaikan materi.

Dalam penelitian ini, data yang diperoleh melalui survei analisa kebutuhan siswa digunakan sebagai dasar pengembangan. Sedangkan, data yang diperoleh dari evaluasi kemudian digunakan sebagai acuan untuk revisi. Data yang diperoleh dari melaksanakan evaluasi dan validasi ahli menunjukkan bahwa seperangkat materi telah dikembangkan dengan baik, meskipun masih diperlukan beberapa revisi. Berdasarkan saran yang diperoleh dari penilai, penulis memperbaiki materi yang berkaitan dengan isi materi dan aktivitas pembelajaran.

Untuk menjawab pertanyaan yang kedua, penulis menyajikan hasil akhir dari materi yang dirancang. Materi tersebut terdiri dari 6 unit yaitu *Environment* (unit 1), *Education* (unit 2), *Legend* (unit 3), *Pourquoi tale* (unit 4), *Digital Library* (unit 5), and *Health* (unit 6). Masing-masing unit terdiri bagian utama yaitu: 'Building Knowledge', 'Let's Listen', 'Let's Speak', dan 'Let's Wrap Up'.