

ABSTRACT

Bagasworo, Albertus. 2008. *Designing a Set of English Instructional Materials to Teach Speaking to Security Staff of Borobudur Temple Using Cooperative Learning*. Yogyakarta: Sanata Dharma University.

Borobudur Temple is one of the most famous tourism destinations in Indonesia. Thousand foreigners come to Borobudur Temple each year. Since English is accepted as an international language, foreigners from different countries use it to communicate. In order to provide good services for foreigners, English as a means of communication needs to be mastered by all of the staff of Borobudur Temple. One of the staff that plays an important role in giving service to foreigners is security staff. The fact that some of foreigners do not use any guide service makes the role of security staff become more important. Unfortunately, almost all of the security staff of Borobudur Temple still find difficulties in communicating with foreigners. The difficulty to communicate using English becomes a major obstacle in giving a good service to the foreigners. Those are the reasons why the writer was interested to design a set of English speaking materials for the security staff of Borobudur Temple.

The security staff of Borobudur Temple are all adults. They have some differences, such as, ages, gender, educational and economical background, etc. Sometimes, those differences raise the psychological barriers that will be an obstacle in teaching learning activity. Therefore, to reduce the barriers, the writer uses Cooperative Learning approach.

There are two problems stated in this study. They are (1) How is a set of English instructional materials to teach speaking to security staff of Borobudur Temple designed? And (2) What does the designed materials look like?

To answer the first question, the writer combined and adapted Kemp's Model and Research & Development Method. The steps were stated as follows: 1) Research and Information Collecting, 2) Planning (*stating goals, topics, general purposes, and objectives*), 3) Designing Materials (*listing subject content and selecting teaching/learning activities*), 4) Evaluating, 5) Revising.

To answer the second question, the writer presented the final version of the designed materials which had been revised and improved based on the suggestions, comments, and feedback gathered from three lecturers of Sanata Dharma University. The final version of the speaking instructional materials for the security staff of Borobudur Temple using Cooperative Learning consists of eight units. They are (1) Greeting, (2) Introduction, (3) Asking and Giving Help, (4) Asking and Giving Advice, (5) Apologizing, (6) Asking and Giving Direction, (7) Describing People, (8) Thanking. Each unit is divided into six sections. They are (1) Starter, (2) Chit-Chat, (3) Language Focus, (4) Language Exercises, (5) Communicative Activities, (6) Reflection.

From the result of the materials evaluation, it was found that the grand average point of agreement was 3.83 out of the scale of 1 to 5. It means that the

designed materials were acceptable and appropriate to teach speaking to security staff of Borobudur Temple.

Finally, it is hoped that the designed materials will be useful to help the security staff of Borobudur Temple improve their speaking skill. Thus, they will be able to communicate with foreigners in their daily work fluently and serve them well.



ABSTRAK

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Candi Borobudur merupakan salah satu tempat tujuan wisata yang ternama di Indonesia. Ribuan wisatawan asing mengunjungi Candi Borobudur setiap tahunnya. Sejak bahasa Inggris diterima sebagai bahasa internasional, wisatawan asing dari berbagai negara menggunakan bahasa Inggris untuk berkomunikasi. Untuk memberikan pelayanan yang baik bagi wisatawan asing, semua staf di Candi Borobudur harus menguasai bahasa Inggris. Salah satu staf yang berperan penting dalam melayani wisatawan asing adalah petugas keamanan. Kenyataan bahwa tidak semua wisatawan asing menggunakan jasa pemandu wisata membuat peranan petugas keamanan menjadi sangat penting. Sayangnya, hampir semua petugas keamanan di Candi Borobudur masih mengalami kesulitan dalam berkomunikasi dengan wisatawan asing. Kesulitan dalam berkomunikasi ini menjadi penghalang utama dalam memberikan pelayanan yang baik bagi wisatawan asing. Hal inilah yang menjadi alasan utama penulis tertarik untuk merancang seperangkat materi pembelajaran berbicara bahasa Inggris untuk petugas keamanan Candi Borobudur.

Semua petugas keamanan Candi Borobudur adalah orang dewasa. Mereka berbeda satu dengan yang lainnya. Beberapa perbedaan itu adalah, usia, jenis kelamin, latar belakang pendidikan dan ekonomi. Perbedaan seperti ini berpotensi menimbulkan beban mental yang akan mengganggu proses belajar mengajar. Untuk mengatasi masalah ini, penulis menggunakan pendekatan *Cooperative Learning*.

Ada dua permasalahan yang dirumuskan dalam study ini. Kedua permasalahan tersebut yaitu (1) Bagaimana seperangkat materi pengajaran berbicara bahasa Inggris bagi petugas keamanan Candi Borobudur menggunakan metode *Cooperative Learning* dirancang? dan (2) Seperti apakah penyajian materi pengajaran berbicara bahasa Inggris tersebut?

Untuk menjawab permasalahan pertama, penulis melakukan lima langkah model pengembangan materi yang merupakan penggabungan antara dua model pengembangan materi yaitu *Kemp* dan *Research and Development models*. Langkah-langkahnya adalah (1) *Research and Information Collecting*, (2) *Planning (stating goals, topics, general purposes, and objectives)*, (3) *Designing Materials (listing subject content and selecting teaching/learning activities)*, (4) *Evaluating*, (5) *Revising*.

Untuk menjawab permasalahan kedua penulis menyajikan seperangkat materi pengajaran berbicara bahasa Inggris yang telah mendapatkan, saran, komentar, dan umpan balik yang diperoleh dari 3 dosen Universitas Sanata Dharma. Bentuk akhir materi pengajaran berbicara bahasa Inggris untuk petugas keamanan Candi Borobudur menggunakan metode *Cooperative Learning* terdiri dari delapan unit, yaitu (1) *Greeting*, (2) *Introduction*, (3) *Asking and Giving Help*, (4) *Asking and Giving Advice*, (5) *Apologizing*, (6) *Asking and Giving*

Direction, (7) Describing People, (8) Thanking. Untuk masing-masing unit dibagi menjadi 6 aktifitas, yaitu (1) *Starter*, (2) *Chit-Chat*, (3) *Language Focus*, (4) *Language Exercises*, (5) *Communicative Activities*, (6) *Reflection*.

Dari hasil evaluasi materi, penulis memperoleh data bahwa rata-rata nilai persetujuan adalah 3,83. Dapat disimpulkan bahwa secara umum materi pengajaran yang disusun penulis sudah baik dan dapat diterima untuk mengajar berbicara bahasa Inggris petugas keamanan Candi Borobudur.

Akhirnya, penulis berharap bahwa materi pengajaran ini dapat berguna untuk meningkatkan keahlian berbicara petugas keamanan Candi Borobudur. Sehingga mereka mampu berkomunikasi dengan wisatawan asing dalam pekerjaan sehari-hari dan memberikan pelayanan yang baik untuk mereka.

