

ABSTRACT

Devy, Caecilia. 2010. *English Listening Instructional Materials Using Tasks-Based Instructions for the Eleventh Grade Students of SMK Pius X Magelang*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study aimed to design the new and varied English listening instructional materials for the eleventh grade students of *SMK Pius X Magelang* either the students of Food Science or Clothes Science Departments. The materials were designed based on the Task-Based Instructions which the main purpose was to help the students to improve their English skills, especially listening. There were two problems formulated in this study. First, how is a set of English listening materials for the eleventh grade students of *SMK Pius X Magelang* designed? Second, what do the English listening materials for the eleventh grade students of *SMK Pius X Magelang* look like?

In order to answer the first problem, the writer adapted Kemp's design and employed R & D (Research and Development Method). There were five steps applied in this study. The steps were: (1) Research and Information Collecting. This step aimed to obtain the students' characteristics, needs and interests. (2) Planning. This step included stating the goals and listing the topics, specifying the learning objectives, listing the subject content, selecting some teaching-learning activities and resources. (3) Development of Preliminary Form of product. In this step, the materials were designed based on the result of Planning. (4) Preliminary Field Testing. An implementation of the designed materials was conducted and the questionnaires were distributed to the English teachers of *SMK Pius X Magelang*, and English Language Education lecturer of Sanata Dharma University. (5) Main Product Revision. The designed materials were revised based on the result of the Preliminary Field Testing. The result of the Preliminary Field Testing indicated that the designed materials were applicable and ready to use in school since the mean reached 3.6 up to 4.2.

In answering the second problem, the writer presented the final version of the designed materials. It consists of three units. Each unit in the designed materials is divided into four main sections, namely: (1) Pre-task, (2) It's Your Turn, (3) Language Focus, (4) What did You Get. Thus, it is expected that the designed materials could be applied in the school to facilitate the students to improve their abilities in English as well as to face the National Examination before entering the real working world.

ABSTRAK

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Skripsi ini bertujuan untuk menyusun materi yang baru dan bervariasi untuk pengajaran mendengarkan bahasa Inggris menggunakan *Task-Based Instructions* bagi siswa-siswa kelas sebelas SMK Pius X Magelang baik jurusan Tata Boga maupun Tata Busana. Materi pelajaran dikembangkan berdasarkan *Task-Based Instructions* yang bertujuan untuk meningkatkan kemampuan bahasa Inggris siswa, terutama kemampuan mendengarkan. Ada dua permasalahan yang dirumuskan dalam skripsi ini. Pertama, bagaimana materi pengajaran ,mendengarkan bahasa Inggris menggunakan *Task-Based Instructions* bagi siswa-siswa kelas sebelas SMK Pius X Magelang dirancang? Kedua, Bagaimanakah bentuk materi bahasa Inggris tersebut?

Untuk menjawab permasalahan pertama, penulis mengadaptasi rancangan dari Kemp dan juga menerapkan metode R & D (metode penelitian dan pengembangan). Ada lima tahap diterapkan dalam skripsi ini. Tahap-tahap tersebut adalah: (1) Pengumpulan Penelitian dan Informasi. Tahap ini bertujuan untuk memperoleh karakteristik, kebutuhan, dan minat siswa. (2) Perencanaan. Tahap ini meliputi penentuan tujuan pembelajaran, topik, merincikan tujuan pembelajaran, menetapkan isi pokok, menentukan sumber dan kegiatan pembelajaran. (3) Pengembangan Bentuk Awal Produk. Dalam tahap ini, materi dirancang berdasarkan hasil Perencanaan. (4) Pengujian Awal di Lapangan. Pelaksanaan dari materi dilaksanakan dan kuesioner dibagikan bagi guru bahasa Inggris SMK Pius X Magelang dan dosen Pendidikan Bahasa Inggris universitas Sanata Dharma. (5) Perbaikan Utama produk. Materi yang dirancang diperbaiki berdasarkan hasil Pengujian Awal di Lapangan. Hasil Pengujian Awal di Lapangan menunjukkan bahwa materi dapat diterima dan siap untuk digunakan di sekolah karena nilai rata-rata mencapai 3.6 sampai 4.2.

Dalam menjawab permasalahan kedua, penulis menyajikan hasil akhir dari materi. Materi tersebut terdiri dari tiga unit. Setiap unit terbagi menjadi empat bagian utama, yaitu: (1) Pre-task, (2) It's Your Turn, (3) Language Focus, (4) *What did You Get*. Karena itu, materi ini diharapkan dapat diterapkan di sekolah untuk memfasilitasi siswa-siswa untuk mengembangkan kemampuan berbahasa Inggris mereka dan juga mempersiapkan untuk menghadapi Ujian Nasional sebelum memasuki dunia kerja yang sesungguhnya.