

ABSTRACT

Wardani, Fransisca Tri. 2015. *Speaking Materials using Task-based Language Teaching for the Tenth Grade Students of Agricultural Product Processing Technique Program of SMKN 1 Nanggulan*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

English makes a significant contribution to sustainable global development, especially in integrated economic community era where there are a lot of movements of goods, services, investments and professionals across the countries. *SMKN 1 Nanggulan* is oriented to provide a specific qualification to access the labor market. Hence, speaking becomes one of the important skills that should be mastered by the students. Unfortunately, students' chance to speak English in the classroom is limited. The teacher-centered is dominant in the teaching and learning process. Besides, the material book and worksheet as the main sources provided by the school are not enough to accommodate the students to practice speaking. Based on those factors, the writer designs speaking materials using task-based language teaching for the tenth grade students of Agricultural Product Processing Technique Program of *SMKN 1 Nanggulan*. There was one research question: What do speaking materials using task-based language teaching for the tenth grade students of agricultural product processing technique program of *SMKN 1 Nanggulan* look like?

This study was a part of Educational Research and Development. In this study the writer adapted Dick and Carey's instructional design model to design the materials. The writer's steps in designing the material were: (1) identify instructional goal, (2) conduct instructional analysis, (3) analyze learners and contexts, (4) write performance objective, (5) develop instructional strategy, (6) develop and select instructional the materials, (7) design and conduct formative evaluation of instruction.

To gather information for developing the materials, the writer distributed need analysis questionnaire to thirty two students. After the materials were designed, evaluation questionnaire was distributed to two lecturers and one English teacher to obtain feedback and evaluation on the designed materials. The result ranging from 3 - 3.66 from the scale 1 to 4 showed that the materials were well-designed and acceptable.

After making some improvements, the writer presented the speaking materials. The materials covered four units. Each unit consisted of five sections. They were: *Recall Your Memory, Be Ready, What to Say, Let's Practice and Time to Reflect*.

Keywords: design, speaking materials, task-based language teaching

ABSTRAK

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Bahasa Inggris memberikan kontribusi yang signifikan terhadap perkembangan global, terlebih di era komunitas ekonomi terpadu dimana begitu banyak alur perpindahan barang, jasa, investasi dan para ahli lintas antar negara. SMKN 1 Nanggulan menyiapkan keahlian khusus untuk memasuki dunia kerja. Oleh karena itu berbicara menjadi salah satu keahlian yang harus dikuasai oleh siswa. Namun sayangnya kesempatan siswa untuk berbicara dalam kelas sangat terbatas. Kegiatan belajar dan mengajar masih didominasi oleh guru. Selain itu buku-buku yang ada di sekolah belum mampu untuk mengakomodasi siswa untuk berlatih berbicara. Berdasarkan faktor tersebut, penulis menyusun seperangkat material bahasa Inggris untuk siswa kelas X jurusan teknik pengolahan hasil pertanian menggunakan task-based language teaching. Penelitian ini dilaksanakan untuk menjawab sebuah pertanyaan pada perumusan masalah, bagaimana penampilan materi berbicara untuk kelas sepuluh jurusan teknik pengolahan hasil pertanian SMKN 1 Nanggulan berdasarkan task-based language teaching.

Penelitian ini merupakan bagian dari educational research and development. Dalam penelitian ini penulis menggunakan model dari Dick dan Carey. Adapun langkah dalam pembuatan material adalah: (1) identify instructional goal, (2) conduct instructional analysis, (3) analyze learners and contexts, (4) write performance objective, (5) develop instructional strategy, (6) develop and select instructional the materials, (7) design and conduct formative evaluation of instruction.

Untuk mengumpulkan informasi dalam mengembangkan material, penulis mendistribusikan kuisisioner kebutuhan siswa kepada tiga puluh dua siswa. Setelah materi selesai disusun, kuisisioner evaluasi diberikan kepada dua dosen dan seorang guru Bahasa Inggris untuk memperoleh masukan dan evaluasi. Hasil evaluasi rata-rata berkisar antara 3-3.66 dari skala 1-4 yang menunjukkan bahwa materi ini telah disusun dengan baik dan dapat digunakan.

*Setelah melakukan beberapa perbaikan, penulis menyajikan materi berbicara yang telah dibuat. Materi tersebut terdiri dari empat unit. Setiap unitnya dibagi menjadi lima bagian utama yaitu **Recall Your Memory, Be Ready, What to Say, Let's Practice dan Time to Reflect.***

Kata Kunci: design, speaking materials, task-based language teaching