

## ABSTRACT

Pramushanti, A.Y. Adventa. 2007. *Designing a Set of Integrated English Supplementary Speaking Materials for Speaking IV Subject in English Language Education Study Program of Sanata Dharma University*. Yogyakarta: English Language Education Study Program. Sanata Dharma University.

One of the most fundamental skills required these days is the ability to communicate orally particularly using English language. A speaking class which generally employs segregated language instruction methods and put a heavy focus on linguistic functions is considered to be insufficient in developing students' knowledge as it puts little emphasis on authentic communication. The integrated language instruction offers a real-life integration of language skills which is believed to provide students with meaningful learning experiences.

This study was intended to design a set of integrated English supplementary speaking materials for Speaking IV subject in the English Language Education Study Program of Sanata Dharma University. There were two problems formulated in this study. The first problem concerned with how a set of supplementary integrated English instructional speaking materials for speaking IV subject on English Language Education Study Program of Sanata Dharma University was designed. The second one dealt with what the designed supplementary integrated English instructional speaking materials would look like.

In order to answer the two problems formulated previously, the writer employed the survey research which was divided to pre-design survey research and post-design survey research. To answer the first problem, the writer modified two instructional design models, which were Kemp's and Yalden's instructional design models. The writer applied five steps which were adapted from those two instructional design models. The steps were (1) conducting needs survey, (2) stating competencies, (3) listing subject content, (4) selecting teaching/ learning activities and resources (5) evaluation. Related to the second problem, the writer presented the final version of the designed materials which had been revised and improved based on the respondents' comments and suggestions.

The final version of the designed materials consisted of ten units. Each unit consisted of two parts, namely the multimedia materials and the classroom materials. The multimedia materials consist of two sections namely reading section and listening section. The classroom materials covered activities used in the classroom which consists of speaking and writing activity.

There are two conclusion can be drawn from the study. First, the integrated language instruction is potential in promoting the language learning process. The second conclusion was based on the descriptive statistic analysis, the integrated English supplementary speaking materials for Speaking IV subject in English Language Education Study Program of *Sanata Dharma* University was good and acceptable. The writer hopes that the designed materials are beneficial to students, teachers, and future researcher.

### ABSTRAK

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Salah satu ketrampilan dasar yang dibutuhkan pada masa sekarang adalah kemampuan komunikasi lisan khususnya menggunakan bahasa Inggris. Sebuah kelas berbicara yang umumnya memiliki instruksi pengajaran yang tersegregasi dan menekankan pada fungsi-fungsi linguistik dianggap tidak memadai dalam mengembangkan pengetahuan siswa dikarenakan terbatasnya penekanan pada komunikasi otentik. Instruksi pengajaran yang terintegrasi menawarkan sebuah integrasi ketrampilan-ketrampilan bahasa yang otentik.

Studi ini bertujuan untuk menyusun seperangkat materi berbicara tambahan bahasa Inggris yang terintegrasi bagi mata kuliah *Speaking IV* di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Ada dua permasalahan yang dirumuskan dalam studi ini. Masalah pertama berhubungan dengan bagaimana seperangkat materi berbicara tambahan bahasa Inggris yang terintegrasi bagi mata kuliah *Speaking IV* di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma disusun. Masalah kedua berkaitan dengan bentuk dari seperangkat materi berbicara tambahan bahasa Inggris yang terintegrasi.

Untuk menjawab kedua permasalahan diatas, penulis menggunakan survei riset yang terbagi menjadi survei sebelum penyusunan materi dan survei setelah penyusunan materi. Untuk menjawab rumusan permasalahan pertama, penulis menggabungkan dua model materi pengajaran dari Kemp dan Yalden. Penulis menerapkan lima langkah yang diadaptasi dari kedua model tersebut. Langkah-langkah tersebut adalah (1) melakukan survei kebutuhan, (2) menyebutkan tujuan pembelajaran, (3) mendaftar isi materi, (4) menyeleksi aktivitas belajar mengajar dan sumber-sumber belajar, dan (5) melakukan evaluasi. Sehubungan dengan permasalahan kedua, penulis menyajikan rancangan akhir materi yang telah direvisi dan dikembangkan berdasarkan komentar-komentar dan umpan balik dari responden.

Rancangan akhir materi terdiri dari sepuluh unit. Setiap unit terdiri dari dua bagian, yaitu materi multimedia dan materi kelas. Materi multimedia terbagi menjadi dua bagian, yaitu membaca dan mendengarkan. Materi kelas meliputi aktifitas-aktifitas yang digunakan dalam proses pembelajaran di kelas yang terdiri dari aktifitas berbicara dan menulis.

Ada dua kesimpulan dari studi ini. Pertama, instruksi pembelajaran bahasa yang terintegrasi potensial dalam mengembangkan proses pembelajaran bahasa. Kedua, seperangkat materi berbicara tambahan bahasa Inggris yang terintegrasi bagi mata kuliah *Speaking IV* di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma layak dan dapat diterima. Penulis berharap desain materi ini bermanfaat bagi siswa, guru, dan peneliti selanjutnya.