

ABSTRACT

Wicita, Giovanna Gistha. (2017). *English for Wedding Organizers: Project-Based Learning*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

In this global era, wedding arrangement had already made most wedding organizers in Yogyakarta advance their professionalism, particularly in using English for communicating with foreign clients. The major problem encountered when communicating with foreign clients is on the English language mastery. The very limited time was also considered as one challenge for them to learn English. Furthermore, this research attempted to design an English program, as well as a set of English materials, that would be appropriate to their limitations and needs. Thus, this research is aimed at answering the following three research questions: (a) *What is the conceptual model of English for wedding organizers?*, (b) *What is the developed product of English for wedding organizers?*, and (c) *How is the acceptability of the development product of English for wedding organizers?*

To design the materials, the researcher adopted Borg & Gall's (1983) & Gall et al.'s (2007) Research and Development (R&D) method which was combined with Morrison et al.'s (2011) Instructional Design Model (IDM). R&D steps used in the research were (1) research and information collecting, (2) planning, (3) preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, and (7) operational product revision. This research also utilized Communicative Language Teaching (CLT), particularly Project-Based Learning (PBL) and Task-Based Learning (TBL).

As the results, this research produced three products: (1) students' coursebook, (2) teacher's book, and (3) students' workbook. The materials consist of seven units. Furthermore, the task-based learning framework was implemented in each unit into five phases. In engaging project-based learning, the materials utilized the following steps: (1) agree on a theme for the project, (2) determine the final outcome, (3) structure the project, (4) prepare students for the language demands of step 5, (5) gather information, (6) prepare students for the language demands of step 7, (7) compile and analyze information, (8) prepare students for the language demands of step 9, (9) present final product, and (10) evaluate the project.

To validate the materials, the researcher utilized interview, questionnaires, and field notes. The results indicated that the materials were appropriate to be implemented, but they needed to be revised. Furthermore, in verifying the acceptability of the materials, the implementation was done by utilizing interview and field notes to obtain the data. The data showed that the designed materials were efficient, effective, and user friendly. Moreover, particular revisions were made based on the suggestions from the interview and field notes results.

Keywords: *materials, project-based learning, task-based learning, English for wedding organizers*

ABSTRAK

Wicita, Giovanna Gistha. (2017). *English for Wedding Organizers: Project-Based Learning*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

Di era global ini, perencanaan pernikahan menjadi salah satu pemacu profesionalitas bagi para pengatur pernikahan, khususnya pada penggunaan Bahasa Inggris dengan para klien asing. Permasalahan utama ketika berkomunikasi dengan para klien asing terletak pada penguasaan Bahasa Inggris. Keterbatasan waktu pun menjadi kendala bagi mereka untuk belajar Bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mendesain sebuah program Bahasa Inggris, sekaligus materinya, yang sesuai dengan keterbatasan dan kebutuhan mereka. Adapun tiga pertanyaan penelitian yang dijawab adalah: (a) seperti apakah model konseptual dari Bahasa Inggris untuk pengatur pernikahan, (b) seperti apakah model yang telah dikembangkan tersebut?, dan (c) bagaimana keberterimaan dari model yang telah dikembangkan tersebut?

Penelitian ini mengadaptasi *Research and Development (R&D)* milik Borg & Gall (1983) dan Gall et al. (2007) yang dikombinasikan dengan *Instructional Design Model (IDM)* milik Morrison et al. (2011). Langkah R&D yang dilakukan adalah (1) penelitian dan pengumpulan informasi, (2) perencanaan, (3) pengembangan bentuk awal produk, (4) pengujian awal di lapangan, (5) revisi produk, (6) pengujian di lapangan, dan (7) revisi operasional produk. Tujuh langkah ini kemudian dikombinasikan dengan elemen instructional design model. Penelitian ini juga menggunakan *Communicative Language Teaching (CLT)*, yaitu *Project-Based Learning (PBL)* dan *Task-Based Learning (TBL)*.

Hasil dari penelitian ini berupa buku pembelajaran murid, buku pegangan guru, dan buku kerja murid. Terdapat tujuh unit pembelajaran dan lima fase pada setiap unit sebagai pengimplementasian TBL. Dalam mengaplikasikan PBL, penelitian ini mengadopsi beberapa langkah: (1) menyetujui tema proyek, (2) menentukan hasil akhir, (3) menyusun proyek, (4) menyiapkan murid untuk kebutuhan bahasa di langkah 5, (5) mengumpulkan informasi, (6) menyiapkan murid untuk kebutuhan bahasa di langkah 7, (7) mengumpulkan dan menganalisa informasi, (8) menyiapkan murid untuk kebutuhan bahasa di langkah 9, (9) mempresentasikan proyek, dan (10) mengevaluasi proyek.

Data untuk mengesahkan materi diambil dari wawancara, membagikan kuesioner, dan mengumpulkan catatan. Hasilnya menunjukkan bahwa materi siap untuk diimplementasikan setelah melalui proses revisi. Selanjutnya, implementasi materi dilakukan untuk menguji keberterimaan materi. Hasil dari interview dan catatan yang telah dikumpulkan menunjukkan bahwa materi sudah efisien, efektif, dan mudah untuk digunakan. Namun, beberapa revisi perlu dilakukan.

Kata kunci: *materi, project-based learning, task-based learning, Bahasa Inggris untuk pengatur pernikahan.*