

ABSTRACT

Rukmini, Marie Yose Harin. 2005. *Designing a Set of Extracurricular Speaking Instructional Materials for the Second Semester of the Eighth Grade Students of SMPN 1 Wates Based on the Principles of the Constructivist Classroom*. Yogyakarta: Sanata Dharma University.

This research focuses on designing a set of extracurricular speaking instructional materials for the second semester of the eighth grade students of SMPN 1 Wates based on the principles of the constructivist classroom. The characteristics and the principles of the constructivist classroom guided the writer in designing a set of extracurricular speaking instructional materials.

This research was conducted in order to answer two questions in the problem formulation. The first question was how a set of extracurricular speaking instructional materials for the second semester of the eighth grade students of SMPN 1 Wates based on the principles of the constructivist classroom was designed and the second question was what the designed materials looked like. In order to answer the two major questions above, the writer employed two kinds of survey researches namely needs survey and evaluation. They were categorized into descriptive study.

To answer the first question, the writer adapted three different design models. The writer combined the steps of instructional design from Yalden's, Kemp's and Dick and Carey's model. The answer to the first question in the problem formulation was in the form of the elaboration of the steps of instructional design, chosen from those three different design models. The steps consisted of conducting needs survey, identifying students' entry behaviors and characteristics, determining topics and stating the general purposes for teaching each topic, selecting learning activities and also instructional resources and the last was conducting evaluation.

The descriptive statistics of the respondents' opinions, which was obtained from the evaluation showed that the mean was in range between 3,7 up to 4,3. The median and mode were in point 4. It showed that the designed materials were generally well designed and appropriate for being applied in the extracurricular activity for the second semester of the eighth grade students of SMPN 1 Wates.

After making some improvements, the writer presented the designed set of materials. This is the answer to the second question in the problem formulation. The materials have eight units. Each unit is divided into four major sections. They are language focus, dialogue practice, role-play, and discussion activity.

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Penelitian ini menekankan pada perancangan satu set materi pelajaran ketrampilan berbicara dalam kegiatan ekstrakurikuler bagi para siswa SMPN 1 Wates kelas 8 semester 2 berdasarkan prinsip-prinsip dalam kelas konstruktif. Ciri-ciri dan prinsip-prinsip dalam kelas konstruktif menuntun penulis dalam merancang satu set materi pelajaran ketrampilan berbicara dalam kegiatan ekstrakurikuler.

Penelitian ini dilaksanakan untuk menjawab dua pertanyaan pada perumusan masalah. Pertanyaan pertama adalah bagaimana merancang satu set materi pelajaran ketrampilan berbicara dalam kegiatan ekstrakurikuler bagi para siswa SMPN 1 Wates kelas 8 semester 2 berdasarkan prinsip-prinsip dalam kelas konstruktif. Pertanyaan kedua adalah bagaimana penampilan materi tersebut. Untuk menjawab dua pertanyaan utama diatas, penulis menggunakan dua macam penelitian yaitu survei kebutuhan dan evaluasi. Dua macam penelitian tersebut dikategorikan ke dalam pembelajaran deskriptif.

Untuk menjawab pertanyaan pertama, penulis menyadur tiga model perancangan yang berbeda. Penulis mengkombinasi langkah-langkah perancangan instruksional dari model Yalden, Kemp, Dick dan Carey. Jawaban dari pertanyaan pertama dalam perumusan masalah adalah dalam bentuk perincian langkah-langkah perancangan instruksional yang diambil dari tiga model perancangan yang berbeda tersebut. Langkah-langkah tersebut terdiri dari melakukan survei kebutuhan siswa, mengidentifikasi kelakuan dan ciri-ciri siswa, merumuskan topik dan tujuan umum untuk pengajaran setiap topiknya, memilih aktivitas belajar mengajar dan sumber-sumber instruksional, dan yang terakhir adalah melakukan evaluasi.

Statistik deskriptif dari pendapat para responden menunjukkan bahwa nilai rata-rata berkisar antara 3,7 sampai 4,3. Nilai tengah dan nilai yang paling banyak muncul berada dititik 4. Hal ini menunjukkan bahwa materi ini telah disusun dengan baik dan sesuai untuk diterapkan dalam kegiatan ekstrakurikuler bagi para siswa SMPN 1 Wates.

Setelah membuat beberapa perbaikan, penulis menyajikan satu set materi yang telah dibuat. Penyajian satu set materi yang telah dibuat tersebut adalah jawaban dari pertanyaan kedua dalam perumusan masalah. Materi tersebut mempunyai delapan unit. Setiap unitnya dibagi menjadi empat bagian utama. Bagian-bagian utama tersebut adalah *language focus*, *dialogue practice*, *role-play* dan *discussion activity*.