

ABSTRACT

Setiadi, Nanang. 2005. *Designing a Set of English Speaking Instructional Materials for Students Trained to be Bar Stewards on Board a Cruise Ship in Yotabakti*. Yogyakarta: Sanata Dharma University.

The role of English for Indonesians who intend to be cruise ship workers is very significant. Realizing the important role of English, there are many schools which prepare their students to be cruise ship workers give top priority to teaching their students to speak English. Yotabakti is one of the schools which prepares their students to work on board a cruise ship including as the bar stewards. However, in Yotabakti, the instructional materials for teaching the students trained to be bar stewards was not available. That was the main reason why the writer was interested in conducting a study which aimed at producing a set of English speaking instructional materials for students trained to be bar stewards on board a cruise ship in Yotabakti Yogyakarta.

There are two problems stated in this study. They are (1) How is a set of English speaking instructional materials for students who are trained to be bar stewards in Yotabakti designed? and (2) What will the set of English speaking instructional materials for students who are trained to be bar stewards in Yotabakti look like?

To answer the above problems, the writer conducted a survey study. The survey study was divided into pre- and post- design survey study. The pre-design survey study was conducted in order to know the needs of the students in learning English. To acquire data about the learners' needs, two instruments were used. They were questionnaire and interview. The first questionnaire was distributed to the students of a class in Yotabakti. Afterwards, to get additional information, the writer also conducted interviews to the instructors of Yotabakti. After the materials had been completely designed, the post-design survey study was conducted. In the post-design survey, the writer distributed materials evaluation questionnaires to the instructors of Yotabakti and lecturers of Sanata Dharma University in order to get feedback, suggestions, and comments about the materials design to revise and improve the materials design.

To answer the first problem of the study, the writer conducted the eight steps of the instructional design model which were the combination between Kemp and Yalden's instructional design models. The steps were conducting survey study, stating instructional goals, topic, and general purposes, specifying objectives, listing the subject contents, developing the syllabus, selecting teaching and learning activities, conducting an evaluation survey, and revising and improving the materials design.

Meanwhile, the answer of the second problem was the presentation the final version of the materials design which had been improved and revised based on the participants' feedback, suggestions, and comments. The final version of the instructional materials for students trained to be bar stewards on board a cruise ship in Yotabakti consists of eight units. They are (1) Greetings and Introductions,

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(2) Giving Help and Offering Things, (3) Asking for and Making Suggestions, (4) Asking and Describing Drinks, (5) Handling Complaints, (6) Time, Numbers and Prices, (7) Asking and Giving Directions, (8) Miscellaneous (Embarkation Dialogues). Meanwhile, each unit is divided into five activities. They are (1) Starter, (2) Conversations, (3) Exercises, (4) Role Plays and Games, and (5) Reflection. With the activities, it is expected that the students' learning can be facilitated. Furthermore, the writer also includes pictures as the learning media. It is expected that the pictures can make the materials design more interesting.

From the results of the post-evaluation survey, the writer draws a conclusion that the materials design is good and appropriate to teach the students who are trained to be bar stewards in Yotabakti Yogyakarta. It is indicated from the results of the questionnaire in the post design survey that most of the scores of the statements are between 3.6 to 4. It indicates that the materials design is acceptable. However, there are also some revisions that should be conducted, especially about the vocabulary and grammar accuracy.

Finally, the writer offers two primary suggestions for the English teachers/instructors and the future researchers. The first is that the other English teachers/instructors may use this materials design to teach the students who are trained to be bar stewards. Then, the future researchers are suggested to conduct a new study as the course is progressing so that the materials design would be more applicable and appropriate for the students trained to be bar stewards.



ABSTRAK

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Peran bahasa Inggris bagi calon pekerja kapal pesiar sangatlah penting. Menyadari pentingnya bahasa Inggris, sekolah-sekolah yang mempersiapkan murid-muridnya untuk bekerja di kapal pesiar menitik beratkan pengajaran bahasa Inggris sebagai fokus utama, terutama kemampuan berbicara bahasa Inggris. Yotabakti merupakan salah satu sekolah yang mempersiapkan murid-muridnya untuk bekerja di kapal pesiar termasuk sebagai *bar stewards*. Akan tetapi, materi pengajaran untuk murid-murid yang dipersiapkan bekerja sebagai *bar stewards* belum tersedia di Yotabakti. Hal inilah alasan utama kenapa penulis tertarik melakukan studi di bidang ini, yang nantinya akan menghasilkan seperangkat materi pengajaran bagi pelajar yang dipersiapkan bekerja di kapal pesiar sebagai *bar stewards* di Yotabakti Yogyakarta.

Ada dua permasalahan yang dirumuskan dalam studi ini. Kedua permasalahan tersebut yaitu (1) Bagaimana seperangkat materi pengajaran berbicara bahasa Inggris bagi pelajar yang dipersiapkan menjadi *bar stewards* di atas kapal pesiar di Yotabakti dirancang? (2) Seperti apakah penyajian materi pengajaran berbicara bahasa Inggris tersebut?

Untuk menjawab permasalahan-permasalahan di atas, penulis melakukan survei studi. Survei itu pada awalnya dilakukan untuk mengetahui kebutuhan siswa dalam belajar bahasa Inggris. Untuk memperoleh data tentang kebutuhan siswa dalam belajar bahasa Inggris, dua instrumen digunakan yaitu kuesioner dan interview. Kuesioner pertama dibagikan kepada murid-murid yang berasal dari satu kelas di Yotabakti. Kemudian, untuk memperoleh informasi tambahan, penulis juga melakukan interview dengan para instruktur Yotabakti. Setelah materi selesai dirancang, sebuah survei studi untuk mengevaluasi materi dilakukan. Dalam survei untuk mengevaluasi materi, penulis membagikan kuesioner yang berisi tentang komentar, masukan dan saran tentang materi yang dirancang kepada para instruktur Yotabakti dan dosen Universitas Sanata Dharma.

Untuk menjawab permasalahan pertama, penulis melakukan delapan langkah model pengembangan materi yang merupakan penggabungan antara model pengembangan materi yang diajukan oleh Kemp dan Yalden. Langkah-langkahnya adalah *conducting survey study, stating instructional goals, topic, and general purposes, specifying objectives, listing the subject contents, developing the syllabus, selecting teaching and learning activities, conducting an evaluation survey, dan revising and improving the materials design*.

Sedangkan jawaban permasalahan yang kedua adalah penyajian rancangan akhir materi pengajaran yang telah mendapatkan umpan balik, kritik, saran, dan pendapat dari partisipan kedua. Bentuk akhir materi pengajaran murid-murid yang dipersiapkan sebagai *bar stewards* di Yotabakti terdiri dari delapan unit. Mereka adalah; (1) *Greetings and Introductions*, (2) *Giving Help and Offering Things*, (3)

Asking for and Making Suggestions, (4) Asking and Describing Drinks, (5) Handling Complaints, (6) Time, Numbers and Prices, (7) Asking and Giving Directions, dan (8) Miscellaneous (Embarkation Dialogues). Untuk masing-masing unit, kegiatannya dibagi menjadi lima aktivitas utama. Mereka adalah; (1) *Starter*, (2) *Conversations*, (3) *Exercises*, (4) *Role Plays and Games*, dan (5) *Reflection*. Aktivitas-aktivitas tersebut diharapkan dapat mempermudah kegiatan belajar-mengajar siswa. Selain itu, penulis juga memasukkan gambar-gambar sebagai media pembelajaran. Hal ini dimaksudkan untuk membuat materi yang dirancang menjadi lebih menarik.

Dari hasil survei pasca perancangan materi, penulis menarik kesimpulan bahwa materi pengajaran yang dirancang tersebut bagus dan sesuai untuk mengajar murid-murid yang dipersiapkan sebagai *bar stewards* di Yotabakti Yogyakarta. Hal ini ditunjukkan dari hasil kuesioner dalam survei studi tersebut bahwa sebagian besar penilaian, pernyataan yang tertulis berkisar antara 3,6 sampai dengan 4,7. Hal ini menunjukkan bahwa materi pengajaran tersebut dapat diterima dan diterapkan untuk murid-murid yang dipersiapkan menjadi *bar stewards*. Meskipun demikian beberapa perbaikan juga perlu dilakukan terutama mengenai penambahan daftar kosakata dan yang paling utama adalah perbaikan tatabahasa.

Akhirnya, penulis memberikan dua saran bagi para guru maupun instruktur bahasa Inggris dan peneliti yang selanjutnya. Pertama, para instruktur bahasa Inggris diharapkan menerapkan materi ini untuk pelajar yang dipersiapkan menjadi *bar stewards*. Kemudian, disarankan bagi para peneliti selanjutnya untuk mengadakan studi lebih lanjut di bidang ini sehingga materi yang ada bisa lebih sesuai diterapkan untuk pelajar yang dipersiapkan menjadi *bar stewards*.