

ABSTRACT

Indriana, Villia. 2005. *Designing a Set of Instructional Speaking Materials Using Picture Stories for the Extra-curricular Activities of the First Grade Students of SMPN-2 Senopati Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University

This study was conducted to design a set of instructional speaking materials using picture stories for the extra-curricular activities of the first grade students of *SMPN-2 Senopati Yogyakarta*. The background of the study was the students' lack of opportunity to practice speaking skill in the regular English lesson. Moreover, the students were not confident enough to speak in English. Such situations led to less motivation to speak English. The students needed a specific time and an enjoyable activity to encourage them to speak.

This study was aimed at answering three problems: 1) How is a set of instructional speaking materials using picture stories for the extra-curricular activities of the first grade students of *SMPN-2 Senopati Yogyakarta* designed? 2) What is the respondents' opinion about the designed materials? 3) What does the designed materials look like?

In dealing with the first problem, the writer conducted pre-design survey and applied six steps from Kemp's and Yalden's models. The steps of the adopted models were as follows: 1) conducting needs survey; 2) formulating the goals, topics and general purposes; 3) specifying the learning objectives; 4) listing the subject content; 5) selecting the teaching learning activities and instructional resources.; and 6) evaluating the designed materials. The pre-design survey was conducted for the needs' analysis that was, to design the instructional materials. For the pre-design survey the writer distributed questionnaires to fifty students of the extra-curricular activities in *SMPN-2 Senopati Yogyakarta*. Based on the results of the pre-design survey, the writer designed a set of instructional materials.

In dealing with the second problem, the writer conducted the post-design survey to find out the respondent's opinion about the designed materials. The post-design involved one lecturer from Sanata Dharma University and nine teachers of junior high school (4 teachers from *SMPN-2 Senopati* and 5 teachers from *SMPN-8 Terban Yogyakarta*) as the respondents. The descriptive statistics of the respondents' opinion on the designed materials showed that the mean ranged from 3.8 – 4,3 while the median and mode are 4. Therefore, it could be concluded that the designed materials were good and positively acceptable.

In dealing with the third problem, the writer presented the final version of the designed materials. Eight units were developed in this study, the time allocation for each unit is 60 minutes and each of the unit consisted of three parts, namely, Lead-in Activity, Language Focus and Communicative Task.

The writer hopes that this instructional speaking materials design provide an alternative in teaching speaking and maybe useful for the teachers who teach speaking for the extra-curricular activities of the first grade students in *SMPN-2 Senopati Yogyakarta*.

ABSTRAK

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Studi ini dilaksanakan untuk menyusun seperangkat materi pengajaran speaking menggunakan cerita bergambar untuk kegiatan ekstra-kurikuler siswa-siswi kelas satu SMPN-2 Senopati Yogyakarta. Latar belakang penelitian ini adalah kurangnya kesempatan bagi siswa untuk berlatih speaking pada pelajaran Bahasa Inggris. Terlebih lagi para siswa tidak cukup percaya diri untuk berbicara dalam Bahasa Inggris. Situasi tersebut menyebabkan kurangnya motivasi untuk berbicara Bahasa Inggris. Para siswa membutuhkan waktu khusus dan suatu kegiatan yang menyenangkan guna mendorong mereka berbicara dalam Bahasa Inggris.

Studi ini bertujuan untuk menjawab dua masalah: 1) Bagaimana menyusun satu set materi pengajaran speaking menggunakan cerita bergambar untuk kegiatan ekstra-kurikuler kelas satu SMPN-2 Senopati Yogyakarta? 2) Apa pendapat responden tentang materi yang disusun? 3) Seperti apakah hasil jadi materi tersebut?

Untuk menjawab masalah pertama, penulis melaksanakan survei sebelum menyusun materi dan menerapkan enam langkah dari model Kemp dan Yalden. Penggabungan yang dibuat penulis sekarang adalah: 1) melaksanakan analisa kebutuhan; 2) merumuskan tujuan dan topik; 3) menentukan tujuan pengajaran; 4) Menyusun materi; 5) menentukan aktivitas belajar mengajar serta peralatan dan sumber-sumber; dan 6) mengevaluasi materi yang disusun. Survei sebelum menyusun materi dilaksanakan untuk mendapatkan analisis kebutuhan, yaitu untuk menyusun materi pengajaran. Untuk survei sebelum menyusun materi, penulis membagi kuesioner kepada lima puluh siswa kelas satu yang mengikuti kegiatan ekstra-kurikuler di SMPN-2 Senopati Yogyakarta. Berdasarkan hasil dari survei sebelum menyusun materi, penulis menyusun seperangkat materi pengajaran.

Untuk menjawab masalah kedua, penulis melaksanakan survei sesudah menyusun materi. Survei ini melibatkan seorang dosen Universitas Sanata Dharma dan sembilan guru SMP (4 guru dari SMPN-2 Senopati dan 5 guru dari SMPN-8 Terban Yogyakarta). Statistik deskriptif terhadap pendapat responden mengenai materi yang disusun adalah mean 3.8 – 4,3 dan median serta mode 4. Maka, dapat disimpulkan bahwa materi ini baik dan dapat diterima.

Untuk menjawab masalah ketiga, penulis mempresentasikan materi yang disusun yang terdiri dari delapan unit, alokasi waktu tiap unit 60 menit, dan tiap unit terdiri dari tiga bagian: Lead-in Activity, Language Focus dan Communicative Task.

Penulis berharap semoga materi ini dapat menjadi alternatif kegiatan dalam pelajaran speaking dan berguna bagi para guru yang mengajar speaking untuk kegiatan ekstra-kurikuler kelas satu di SMPN-2 Senopati Yogyakarta.