

**ABSTRACT**

Swanti, Veronika. 2005. *Designing a Set of English Supplementary Speaking Materials for the Third Semester Students of Panti Rapih Nursing Academy Using Communicative Tasks*. Yogyakarta: English Language Education. Department of Language and Arts Education. Faculty of Teachers Training and Education. Sanata Dharma University.

This study was conducted to design a set of English supplementary speaking materials for the third semester students of Panti Rapih Nursing Academy using communicative tasks. The purpose of this design was to extend a fresh nuance for the students of Panti Rapih Nursing Academy in learning English.

There were two problems considered in this study. The first problem dealt with how a set of English supplementary speaking materials for the third semester students of Panti Rapih Nursing Academy using communicative tasks, was designed. The second problem dealt with what the designed set of materials looked like.

The writer conducted two surveys to solve the first problem: pre-design and post-design surveys. The pre-design survey was aimed at gaining information for a needs analysis to design the materials. This was done by distributing the questionnaires to one class of the fourth semester students of Panti Rapih Nursing Academy and by holding an interview with the vice-director of Panti Rapih Nursing Academy. The post-design survey was aimed at gaining feedback and evaluation from respondents for the designed set of materials. The respondents were three English instructors of Panti Rapih Nursing Academy and two English lecturers of Sanata Dharma University.

In designing the materials, the writer applied nine steps adapted from Kemp's, Newby's, and Hutchinson's instructional design models, which were: (1) Conducting a needs analysis, (2) Formulating the instructional goal and purposes, (3) Formulating learning objectives, (4) Enumerating the subject content, (5) Enumerating support services, (6) Deciding the teaching learning activities, (7) Identifying the instructional methods, (8) Conducting an evaluation survey, and (9) Revising the materials. The writer presented the eight units of materials to solve the second problem. Each unit consisted of four sections, namely Get Ready, Speak Aloud, Get It, and Let's Do It.

The descriptive statistics of the respondents' opinions obtained from the post-design survey, showed that the mean was in range between 3.6 up to 4. In conclusion, the designed set of materials was good and acceptable. The writer hopes that this designed set of materials can be useful and applied in a real teaching and learning situation to improve the students' English speaking skills.

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Studi ini dilaksanakan untuk menyusun seperangkat materi tambahan bahasa Inggris yang menggunakan tugas-tugas yang berupa percakapan untuk mengajar ketrampilan berbicara bagi siswa Akademi Keperawatan Panti Rapih. Tujuan penulisan materi ini adalah untuk memberikan nuansa baru bagi siswa Akademi Keperawatan Panti Rapih dalam mempelajari bahasa Inggris.

Ada dua permasalahan yang perlu dipertimbangkan dalam studi ini. Masalah yang pertama berkaitan dengan bagaimana seperangkat materi tambahan bahasa Inggris yang menggunakan tugas-tugas yang berupa percakapan untuk mengajar ketrampilan berbicara bagi siswa semester tiga Akademi Keperawatan Panti Rapih, disusun. Masalah kedua berkaitan dengan bentuk seperangkat materi tersebut.

Penulis mengadakan dua survey untuk memecahkan masalah yang pertama: survey sebelum dan sesudah menyusun materi. Survey sebelum menyusun materi bertujuan untuk mendapatkan informasi untuk analisis kebutuhan untuk menyusun materi. Survey ini dilaksanakan dengan membagikan kuesioner di satu kelas semester empat Akademi Keperawatan Panti Rapih dan dengan mengadakan wawancara dengan wakil direktur Akademi Keperawatan Panti Rapih. Survey setelah menyusun materi bertujuan untuk memperoleh umpan balik dan evaluasi dari para responden untuk materi yang telah disusun. Para responden adalah tiga orang instruktur bahasa Inggris Akademi Keperawatan Panti Rapih dan dua dosen bahasa Inggris Universitas Sanata Dharma.

Didalam menyusun materi pengajaran, penulis menerapkan sembilan langkah yang diadaptasi dari model instruksional Kemp, Newby, dan Hutchinson, yaitu: (1) Mengadakan analisa kebutuhan, (2) Merumuskan maksud dan tujuan pengajaran, (3) Merumuskan tujuan pembelajaran, (4) Menyebutkan daftar pokok isi, (5) Menyebutkan satu persatu peralatan pendukung, (6) Menentukan aktivitas belajar mengajar, (7) Mengenali metode-metode pengajaran, (8) Mengadakan survey evaluasi, dan (9) Memperbaiki materi. Penulis menyajikan delapan unit materi untuk memecahkan masalah yang kedua. Tiap unit terdiri dari empat bagian, yaitu: *Get Ready, Speak Aloud, Get It, dan Let's Do It*.

Statistik deskriptif terhadap pendapat responden dari survei setelah menyusun materi, menunjukkan bahwa nilai rata-rata berkisar dari 3.6-4. Sebagai kesimpulan, desain materi ini layak dan bagus. Penulis berharap materi ini dapat digunakan untuk membantu siswa mengembangkan ketrampilan lisan bahasa Inggris mereka.