

ABSTRACT

Sasongko, Amrita Saraswati. 2008. *Designing a Set of English Conversation Materials for Advanced Learners of English Conversation Class at Quick Concept English Course Solo*. Yogyakarta: Sanata Dharma University.

There are two reasons that underline the writing of this thesis. The first reason is the needs of the advanced learners of English Conversation Class at *Quick Concept* English Course Solo to improve their English skills, especially their speaking skills. The second reason is the needs of the teachers at *Quick Concept* English Course Solo to have a set of materials as the guidance to conduct teaching/learning activities. Therefore this thesis is intended to design a set of English conversation materials to fulfill both the learners' and the teachers' needs.

This thesis attempted to answer two research questions. The research questions are (1) What are the steps of designing a set of English conversation materials for advanced learners of English Conversation Class at *Quick Concept* English Course Solo? (2) What does a set of English conversation materials for advanced learners of English Conversation Class at *Quick Concept* English Course Solo look like?

The writer used some literature review as the reference to design the materials. The literature review includes Instructional Design Model, Communicative Language Teaching, Teaching Speaking, and Materials Development.

In this study, the writer used Educational Research and Development (R&D) study as the methodology. She did not use all steps in R&D cycle because of efficiency. The steps used include identifying the product to be developed, reviewing the literature, planning the development program, developing the product, conducting a main field test, revising the product in keeping with the findings of the main field test, and making the final product.

To answer the first research question, the writer followed the eight steps in Kemp's instructional design model. They are (1) Considering goals, topics, and general purposes, (2) Determining learner characteristics, (3) Specifying the learning objectives, (4) Listing the subject content, (5) Developing pre-assessments, (6) Selecting teaching/learning activities and resources, (7) Coordinating a support service, and (8) Evaluating students' accomplishments. Since Kemp's model is flexible, the writer could start the designing with any step that was considered ready to conduct first.

The writer started the designing process by conducting needs survey to gain the information of the students' needs and wants. She used two instruments in this survey: questionnaire and interview. The survey included 12 advanced learners of English Conversation Class at *Quick Concept* English Course Solo as the respondents. The results of the pre-design survey were used as the guidance to design the materials.

After the materials had been designed, the writer conducted post-design survey by distributing evaluation questionnaires and conducting interviews with the respondents. The respondents consisted of two English teachers at *Quick Concept* English Course Solo, two representative learners, and an expert. The results of the post-design survey were used as the guidance to improve the materials.

The materials that have been improved become the final version of the designed materials. There are eight topics discussed in eight units. They include “The Most Impressive Experience”; “The Future”; “The Hottest News”; “The Unique Customs”; “Technology, Information, and Communication”; “The Social Issues; Interviews; and Problem Solving”.

In each unit there are four main parts. Part A, “Learn It”, includes reading and listening parts. This part is intended to give the learners experiences of the related topics. Part B, “Let’s Try”, is the main part of the whole units where the learners are to practice speaking. In this part there are some tasks that direct the learners to do speaking activities. Part C, “Feedback”, has two discussions: “Grammar Point” and “Words Bank”. In this part, there are some discussions of grammar and vocabulary that are discussed in the previous parts. Part D, “Homework”, gives instruction to the learners about what to do and prepare at home for the next meeting.

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Ada dua alasan yang mendasari penulisan skripsi ini. Alasan pertama adalah kebutuhan siswa-siswi tingkat Advanced di Kelas Percakapan Bahasa Inggris di *Quick Concept English Course Solo* untuk mengembangkan kemampuan Bahasa Inggris mereka, terutama kemampuan berbicara. Alasan yang kedua adalah kebutuhan para pengajar di *Quick Concept English Course Solo* untuk mempunyai satu set materi sebagai panduan untuk menyelenggarakan kegiatan belajar mengajar. Oleh karena itu, skripsi ini dimaksudkan untuk mendesain satu set materi percakapan untuk memenuhi baik kebutuhan siswa-siswi maupun kebutuhan para pengajar.

Skripsi ini mencoba menjawab dua pertanyaan. Pertanyaan-pertanyaan tersebut adalah (1) Apa langkah-langkah dalam mendesain satu set materi percakapan Bahasa Inggris untuk siswa-siswi tingkat Advanced di Kelas Percakapan Bahasa Inggris di *Quick Concept English Course Solo*? (2) Seperti apakah penyajian satu set materi percakapan Bahasa Inggris untuk siswa-siswi tingkat Advanced di Kelas Percakapan Bahasa Inggris di *Quick Concept English Course Solo*?

Penulis menggunakan beberapa kajian literatur sebagai referensi dalam mendesain materi. Kajian literatur tersebut mencakup Instructional Design Model, Communicative Language Teaching, Teaching Speaking, dan Materials Development.

Dalam studi ini, penulis menggunakan Educational Research and Development (R&D) study sebagai metodologinya. Penulis tidak menggunakan semua langkah dalam R&D untuk efisiensi. Langkah-langkah yang digunakan mencakup identifikasi produk untuk dikembangkan, meninjau literature, merencanakan program pengembangan, mengembangkan produk, mengadakan test di area utama, merevisi produk berdasarkan hasil test di area utama, dan membuat produk akhir.

Untuk menjawab pertanyaan pertama, penulis mengikuti delapan langkah dalam model desain Kemp. Langkah-langkahnya adalah (1) Menentukan sasaran, topik, dan tujuan umum, (2) Menentukan karakteristik siswa-siswi, (3) Mendeskripsikan tujuan pembelajaran, (4) Membuat isi pelajaran, (5) Melaksanakan pre-test, (6) Memilih aktivitas belajar mengajar dan sumber-sumbernya, (7) Mengkoordinasi fasilitas pendukung, (8) Melakukan penilaian atas pencapaian siswa-siswi. Karena model desain Kemp fleksibel, penulis dapat memulai mendesain dengan langkah apapun yang dinilai siap untuk dilakukan pertama kali.

Penulis memulai proses mendesain materi dengan mengadakan needs survey untuk memperoleh informasi tentang kebutuhan dan keinginan siswa-siswi. Penulis menggunakan dua instumen dalam survey ini: kuestioner dan wawancara. Survey ini melibatkan 12 siswa-siswi tingkat Advanced di Kelas Percakapan Bahasa

Inggris di *Quick Concept English Course Solo*. Hasil dari survey ini digunakan sebagai panduan untuk mendesain materi.

Setelah materi didesain, penulis mengadakan post-design survey dengan cara membagikan kuesioner dan melakukan wawancara dengan responden. Responden tersebut melingkupi dua pengajar bahasa Inggris di *Quick Concept English Course Solo*, dua perwakilan siswa-siswi, dan seorang ahli. Hasil dari post-design survey ini digunakan sebagai panduan untuk merevisi materi.

Materi yang telah direvisi menjadi versi terakhir dari materi tersebut. Ada delapan topik yang dibahas dalam delapan unit. Topik-topik tersebut melingkupi “The Most Impressive Experience”; “The Future”; “The Hottest News”; “The Unique Customs”; “Technology, Information, and Communication”; “The Social Issues; Interviews; and Problem Solving”.

Dalam setiap unit ada empat bagian utama. Bagian A, “Learn It”, melingkupi kegiatan membaca dan mendengarkan. Bagian ini dimaksudkan untuk memberikan siswa-siswi pengenalan akan topic terkait. Bagian B, “Let’s Try”, merupakan bagian pokok dari keseluruhan unit, di mana siswa-siswi harus praktek berbicara. Dalam bagian ini ada beberapa tugas yang menugaskan siswa-siswi untuk melakukan kegiatan berbicara. Bagian C, “Feedback”, mempunyai dua pembahasan “Grammar Point” dan “Words Bank”. Dalam bagian ini ada beberapa pembahasan tentang grammar dan kata-kata yang didiskusikan di bagian-bagian sebelumnya. Bagian D, “Homework”, memberikan perintah kepada siswa-siswi tentang apa yang harus dilakukan dan dipersiapkan untuk pertemuan berikutnya.