

ABSTRACT

Adelita, Stefani. 2010. *A Set of English Instructional Speaking Materials for the Registration and Information Staff of Panti Rapih Hospital Using Communicative Language Teaching*. Yogyakarta: Sanata Dharma University.

This study was intended to design a set of English instructional speaking materials for the Registration and Information staff of *Panti Rapih* Hospital using Communicative Language Teaching. The study discussed two problems. The first problem concerned with how a set of English instructional speaking materials for the Registration and Information staff of *Panti Rapih* Hospital is designed. The second problem is what the designed set of materials looked like.

In order to solve the problems, the writer conducted review of related literature upon which the study was laid down. In the theoretical review, the writer discussed the Instructional Design Models, Communicative Language Teaching, Speaking Skill, and English for Specific Purposes. There were two kinds of survey research conducted in this study. The first survey was needs survey that was used to analyze the learners' needs in learning English. The second survey was for the instructors of English courses and a lecturer of the English Education Study Program of Sanata Dharma University to obtain the evaluation and feedback on the designed materials.

To conduct this study, the writer employed Research and Development (R&D), which consisted of ten steps. In the study, the writer only employed the first five steps of R & D method. Those steps are (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) main product revision.

To answer the first question, the writer applied seven stages of instructional design model, which was adapted from Yalden's and Dick and Reiser's models. The stages were (1) diagnosing learners' needs, (2) formulating the goals and objective, (3) developing and implementing the classroom procedure, (4) designing the syllabus and the lesson plans, (5) designing the materials, (6) evaluating the materials, and (7) revising the materials.

To answer the second question, the writer presented the English instructional speaking materials for the Registration and Information staff of *Panti Rapih* Hospital using Communicative Language Teaching. The materials consisted of eight units. Each units consisted of four sections, namely **Let Us Try!**, **Keep In Mind!**, **Practice All This Way!**, and **Use What You Have Learned!**.

Based on the respondents' evaluation on the designed materials, the results showed that the mean ranged from 3.2 up to 4.6 on the scale of 5.00. This showed that the materials were acceptable to be taught for the Registration and Information staff of *Panti Rapih* Hospital. However, it is expected that the other researchers will implement the designed materials.

ABSTRAK

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Studi ini bertujuan untuk merancang seperangkat materi pengajaran kemampuan berbicara bahasa Inggris untuk staff Registrasi dan Informasi Rumah Sakit Panti Rapih dengan menggunakan *Communicative Language Teaching*. Studi ini mendiskusikan dua permasalahan. Permasalahan pertama memberi perhatian pada bagaimana merancang seperangkat materi pengajaran kemampuan berbicara bahasa Inggris bagi staff Registrasi dan Informasi Rumah Sakit Panti Rapih? Masalah yang kedua adalah bagaimanakah bentuk rancangan materi pengajaran kemampuan berbicara bahasa Inggris tersebut?

Dalam rangka menjawab permasalahan tersebut, penulis melakukan studi pustaka. Dalam telaah teoritis, penulis mendiskusikan *Instructional Design Model*, *Communicative Language Teaching*, *Speaking skill*, dan *English for Specific Purposes*. Ada dua macam penelitian survei yang dilakukan dalam studi ini. Survei pertama adalah survei kebutuhan yang digunakan untuk menganalisa kebutuhan-kebutuhan siswa dalam mempelajari bahasa Inggris. Survei kedua diperuntukkan bagi instruktur kursus bahasa Inggris dan dosen Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma untuk mendapatkan evaluasi dan masukan dari rancangan materi.

Untuk melakukan studi ini, penulis memanfaatkan *Research and Development Method (R&D)* yang terdiri dari sepuluh tahap. Namun dalam studi ini, penulis hanya menggunakan lima langkah pertama dari *R&D Method*. Langkah-langkah tersebut adalah (1) *research and information collecting*, (2) *planning*, (3) *developing preliminary form of product*, (4) *preliminary field testing*, and (5) *main product revision*.

Untuk menjawab pertanyaan pertama, penulis menerapkan tujuh langkah dari model instruksional yang diadaptasi dari Yalden dan Dick and Reiser model. Langkah-langkah tersebut adalah (1) mendiagnosa kebutuhan siswa, (2) merumuskan tujuan dan indikator, (3) mengembangkan dan mengimplementasikan proesur kelas, (4) merancang silabus dan rencana pembelajaran, (5) merancang materi, (6) mengevaluasi materi, dan (7) merevisi materi.

Untuk menjawab pertanyaan kedua, penulis menyajikan seperangkat materi pengajaran kemampuan berbicara bahasa Inggris untuk staff Registrasi dan Informasi Rumah Sakit Panti Rapih dengan menggunakan *Communicative Language Teaching*. Materi ini terdiri dari 8 unit. Masing-masing unit berisikan 4 bab. *Let Us Try!*, *Keep In Mind!*, *Practice All This Way!*, dan *Use What You Have Learned!*.

Dari hasil evaluasi rancangan materi, didapatkan nilai rata-rata yang berkisar antara 3,2 – 4,6 pada skala 5,00. Hal ini menunjukkan bahwa rancangan materi pembelajaran tersebut bisa diterima serta digunakan untuk mengajar staff

Registrasi dan Informasi Rumah Sakit Panti Rapih. Bagaimanapun juga, penulis mengharapkan peneliti-peneliti lainnya dapat mengimplementasikan rancangan materi tersebut.

