

## ABSTRACT

Novitasari, Theresia. 2010. *Designing Supplementary Speaking Materials Using Experiential Learning for the Tenth Grade Students of Senior High School*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Speaking had become an essential part of language learning. Based on the observations, it was found that most (92.5%) of the tenth grade students of *SMA Pangudi Luhur Yogyakarta* were interested in learning speaking. However, they were afraid and had low motivation every time they were asked to speak in English. This problem was caused by the lack of speaking practices so that the students did not have enough opportunities to practice speaking in English. Therefore, this study was intended to design speaking materials based on Experiential Learning for the tenth grade students of senior high school. This study was concerned with one research question; it was “What is the design of English speaking materials using experiential learning for the tenth grade students of senior high school.”

To answer the research question, the writer employed Research and Development (R & D) and adapted the combination of Kemp’s and Yalden’s instructional model in designing the materials. The speaking materials were designed using experiential learning theory because this theory emphasized on students’ immediate experience and critical thinking. Moreover, this study was designed based on School-Based Curriculum 2006. The design of English speaking materials was divided into six parts. They were: (1) Lacks and students’ needs; (2) Goals, topics, and general purposes; (3) Learning objectives of the designed materials; (4) Subject contents of the designed materials; (5) Teaching learning activities and resources; and (6) Materials feedback and revision.

Based on the evaluation by the English teachers of *SMA Pangudi Luhur Yogyakarta* and *English Language Education* lecturers of *Sanata Dharma University*, the mean was 4.1 ranged from 3.6 up to 4.4 on five-point scale. It was concluded that the designed materials are suitable and acceptable to be used in the school but it still need revisions.

The designed materials consist of eight units. They are *Getting to Know*, *Great Vacation*, *I Can Make It*, *Great Story*, *Go With Me?*, *My Favorite Fable*, *My Dad*, and *School Punishment*. Each unit in the designed materials is divided into five sections. They are *Set Induction* which is called *Let’s Warm up*, *Concrete Experience* which is called *Let’s Experience*, *Reflective Observation* which is called *Let’s Share*, *Abstract Conceptualization* which is called *Let’s Practice*, and *Active Experimentation* which is called *Let’s Speak*.

Hopefully, the designed materials can be applied in the school to facilitate the students to improve their speaking skill.

**Key Words:** Experiential Learning, Speaking, Supplementary, Design

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Novitasari, Theresia. 2010. *Designing Supplementary Speaking Materials Using Experiential Learning for the Tenth Grade Students of Senior High School*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

*Speaking* telah menjadi bagian penting dalam pembelajaran bahasa. Dari pengamatan yang dilakukan, diketahui bahwa sebagian besar (92,5%) siswa kelas sepuluh SMA Pangudi Luhur Yogyakarta tertarik dalam pelajaran *speaking*. Akan tetapi, mereka cenderung merasa takut dan memiliki motivasi yang rendah setiap kali mereka diminta untuk berbicara menggunakan bahasa Inggris. Hal ini disebabkan oleh kurangnya latihan *speaking* sehingga siswa tidak mempunyai kesempatan yang cukup untuk berlatih berbicara menggunakan bahasa Inggris. Oleh karena itu, studi ini bertujuan untuk merancang materi pembelajaran *speaking* berdasarkan *experiential learning* bagi siswa kelas sepuluh Sekolah Menengah Atas. Studi ini difokuskan pada satu pertanyaan penelitian, yaitu “Seperti apa rancangan pembelajaran *speaking* menggunakan *experiential learning* bagi siswa kelas sepuluh Sekolah Menengah Atas.

Untuk menjawab pertanyaan penelitian, penulis menerapkan metode R & D (metode penelitian dan pengembangan) dan mengadaptasi kombinasi dari model perancangan Kemp dan Yalden dalam merancang materi. Materi *speaking* dirancang menggunakan teori *experiential learning* karena teori ini menekankan pada pelalaman langsung siswa dan pemikiran kritis. Selain itu, studi ini dirancang berdasarkan Kurikulum Tingkat Satuan Pendidikan (KTSP). Rancangan materi *speaking* dibagi dalam enam bagian. Bagian-bagian itu adalah (1) Kekurangan dan kebutuhan siswa; (2) Tujuan, topik, dan tujuan umum; (3) Tujuan pembelajaran; (4) Isi materi; (5) Kegiatan pembelajaran dan sumber-sumbernya; dan (6) Masukan dan perbaikan produk.

Berdasarkan hasil evaluasi yang diperoleh dari guru-guru bahasa Inggris SMA Pangudi Luhur Yogyakarta dan dosen-dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma, rata-rata yang diperoleh adalah 4.1 berkisar antara 3.6 sampai 4.4 pada skala 5. Dari hasil ini dapat disimpulkan bahwa materi dapat diterima dan digunakan di sekolah tetapi masih memerlukan perbaikan.

Rancangan materi terdiri dari delapan unit, yaitu *Getting to Know*, *Great Vacation*, *I Can Make It*, *Great Story*, *Go With Me?*, *My Favorite Fable*, *My Dad*, and *School Punishment*. Setiap unit terbagi menjadi lima bagian utama, yaitu *Set Induction* yang diberi nama *Let’s Warm up*, *Concrete Experience* yang diberi nama *Let’s Experience*, *Reflective Observation* yang diberi nama *Let’s Share*, *Abstract Conceptualization* yang diberi nama *Let’s Practice*, dan *Active Experimentation* yang diberi nama *Let’s Speak*.

Materi ini diharapkan dapat diterima di sekolah untuk memfasilitasi siswa-siswa dalam meningkatkan kemampuan berbicara mereka dalam Bahasa Inggris.

**Kata Kunci:** Experiential Learning, Speaking, Supplementary, Design