

ABSTRACT

Margono, Christina Nuci Vera. 2014. *Integrated English Materials Using Task-Based Learning for the Tenth Grade Students of Automotive Engineering of SMK Marsudi Luhur 1 Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Due to tight teaching schedule of English teachers in *SMK Marsudi Luhur 1 Yogyakarta* find difficulties in providing interesting and suitable materials for the students. Moreover, the existing books do not always provide suitable materials for certain majors in *SMK* particularly automotive engineering class. Therefore, this study intends to develop integrated English materials for tenth grade students of automotive engineering of *SMK Marsudi Luhur 1 Yogyakarta* by applying the principles of task-based learning.

This study was aimed to answer two research problems: (a) How is the integrated English materials using task-based learning for the tenth grade students of automotive engineering of *SMK Marsudi Luhur 1 Yogyakarta* designed?, and (b) What does the integrated English materials using task-based learning for the tenth grade students of automotive engineering of *SMK Marsudi Luhur 1 Yogyakarta* look like?

To answer the first research question, the writer adopted Kemp's instructional design (2011) and Research and Development (R&D) method by Borg and Gall (1986). There were five steps applied in this study: (1) Research and Information Collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. To obtain the necessary data, the writer interviewed one English teacher and distributed pre-design questionnaires to thirty students. The designed materials were evaluated by distributing pos-design questionnaires to two English teachers and two English lecturers. The mode from the evaluation is at the range of 4 and 5. The results indicate that the designed materials are applicable and acceptable for the target learners.

To answer the second research question, the writer presented the final version of the designed materials after being revised. The materials consisted of four units: (1) The Screwdriver is on the Table, (2) The Hammer is Made of Metal, (3) The Spanner is for Tightening a bolt, and (4) They are Practicing in the Workshop. Furthermore, each unit was designed for two meetings and had five stages: (1) Warming Up, (2) Let's Do It, (3) Challenge for You, (4) Language Focus, and (5) Time to Share.

Keywords: *integrated materials, task-based learning, vocational high school, automotive engineering*

ABSTRAK

Margono, Christina Nuci Vera. 2014. *Integrated English Materials Using Task-Based Learning for the Tenth Grade Students of Automotive Engineering of SMK Marsudi Luhur 1 Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Dikarenakan jadwal mengajar yang ketat di SMK Marsudi Luhur 1 Yogyakarta, para guru bahasa Inggris mengalami kesulitan untuk mencari materi yang menarik dan sesuai bagi para siswa. Lebih lanjut, buku yang dipakai tidak selalu berhubungan dengan jurusan tertentu di SMK terutama kelas otomotif. Oleh karena itu, penulis berencana mengembangkan materi bahasa Inggris yang terintegrasi untuk siswa kelas X jurusan teknik otomotif SMK Marsudi Luhur 1 Yogyakarta yang menggunakan prinsip pembelajaran berbasis tugas.

Penelitian ini bertujuan untuk menjawab dua pertanyaan: (a) Bagaimana seperangkat materi pembelajaran bahasa Inggris terintegrasi menggunakan pembelajaran berbasis tugas untuk siswa kelas X jurusan teknik otomotif di SMK Marsudi Luhur 1 Yogyakarta dirancang, dan (2) Seperti apakah seperangkat materi pembelajaran bahasa Inggris terintegrasi menggunakan pembelajaran berbasis tugas untuk siswa kelas X jurusan teknik otomotif di SMK Marsudi Luhur 1 Yogyakarta terlihat.

Untuk menjawab pertanyaan pertama, penulis mengadopsi model rancangan pembelajaran Kemp (2011) dan metode penelitian dan pengembangan (R&D) Borg dan Gall (1986). Lima langkah yang dipakai dalam penelitian ini adalah: (1) pengumpulan hasil penelitian dan informasi, (2) perencanaan, (3) pengembangan bentuk pertama produk, (d) uji lapangan atas bentuk pertama produk, dan (5) revisi utama produk. Untuk mengumpulkan data yang dibutuhkan, penulis melakukan wawancara pada satu guru bahasa Inggris dan menyebarkan kuesioner pra perancangan pada tiga puluh siswa kelas X. Materi yang telah dirancang kemudian dievaluasi oleh dua guru bahasa Inggris dan dua dosen bahasa Inggris. Nilai yang paling banyak muncul berdasarkan evaluasi berada pada nilai 4 dan 5. Hasilnya mengindikasikan bahwa rancangan materi dapat digunakan dan dapat diterima oleh para siswa.

Untuk menjawab pertanyaan kedua, penulis menampilkan hasil akhir rancangan materi setelah direvisi. Rancangan materi terdiri dari empat unit, yaitu: (1) The Screwdriver is on the Table, (2) The Hammer is Made of Metal, (3) The Spanner is for Tightening a bolt, dan (4) They are Practicing in the Workshop. Disetiap unit dirancang untuk dua kali pertemuan dan memiliki lima tahapan, yakni: (1) Warming Up, (2) Let's Do It, (3) Challenge for You, (4) Language Focus, dan (5) Time to Share.

Kata kunci: *integrated materials, task-based learning, vocational high school, automotive engineering*