

ABSTRACT

Kristanti, Rosa Galuh. 2012. *Instructional Listening Materials for the Eighth grade Students of SMP N 3 Sleman Using Animated Movies*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

As one of the basic language skills, listening plays a big role in developing students' communication skill. In order to aid the students in developing their listening competence, English teacher should provide various materials that can be models and references for the students. This study concerned with developing instructional listening materials for the eighth grade students of SMP N 3 Sleman using animated movies to offer variation of listening lesson in the school. The visual aid in animated movies is a significant factor that can assist the students in understanding context and message contained in the materials.

As the guidance of the research process, this study raised two research problems. The first problem concerned how the set of instructional listening materials for the eighth grade students of SMP N 3 Sleman using animated movie are designed. The second problem was what the designed materials look like.

In order to answer the first problem, the writer chose to employ the combination of both Borg and Gall's (2007) R&D plan and Kemp's (1977) Instructional Design Models. The writer employed five steps of R&D plan, namely: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product. (4) Preliminary Field Testing, and (5) Final Product Revision. Then, the researcher combined those steps with Kemp's Instructional design model.

In order to answer the second research problem, the researcher designed the listening materials by modifying Task-Based Language Learning and adjusting the method with the animated movies that were functioned as the main materials. Based on some considerations, there were three animated movies that were selected for the materials, they were: *Legend of the Boneknapper Dragon*, *Kungfu Panda 2*, and *Bee Movie*. The materials were developed into four units. Each unit consisted of four sections, they were **Teaser**, **Movie Time**, and **And...Action!**, and **Time for Reflection**. The writer developed the materials into Student's Book and Teacher's Book.

According to the result of the evaluation by several experts on education field, the designed materials were good and acceptable for students in the eighth grade. The evaluation result also showed that the materials were quite fun and interesting. Therefore, the design could be applied as listening materials for the eighth grade students at SMP N 3 Sleman.

Keywords: Listening, Animated Movies, Eighth grade students, SMP N 3 Sleman

ABSTRAK

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Sebagai salah satu keterampilan dasar berbahasa, kemampuan *listening* memainkan peran besar dalam pengembangan kemampuan komunikasi siswa. Dalam rangka membantu mengembangkan kompetensi *listening*, guru bahasa Inggris semestinya menyediakan berbagai variasi materi yang dapat menjadi model dan referensi bagi siswa. Penelitian ini berkaitan dengan pengembangan bahan ajar *listening* untuk siswa kelas delapan di SMP N 3 Sleman dengan menggunakan film animasi untuk menawarkan variasi materi. Bantuan visual dalam film animasi merupakan faktor penting yang dapat membantu siswa memahami konteks dan pesan yang terkandung dalam materi yang diajarkan.

Sebagai pedoman proses penelitian, terdapat dua rumusan masalah. Masalah pertama adalah mengenai bagaimana materi instruksional *listening* untuk siswa kelas delapan di SMP N 3 Sleman dengan menggunakan film animasi disusun. Pertanyaan kedua adalah mengenai seperti apa hasil penyusunan materi tersebut.

Guna menjawab rumusan masalah yang pertama, peneliti memilih untuk mengkombinasikan antara metode R&D (Research and Development) milik Borg dan Gall (2007) serta model instruksi pembelajaran dari Kemp (1977). Peneliti mengadakan penyesuaian dan menerapkan lima langkah dari model R&D, yaitu: (1) Penelitian dan Pengumpulan Data, (2) Perencanaan, (3) Penyusunan Materi Awal, (4) Pengujian Awal di Lapangan, dan 5) Revisi Materi. Kemudian, peneliti mengkombinasikan langkah tersebut dengan model instruksional design milik Kemp.

Untuk menjawab rumusan masalah yang kedua, peneliti mendesain materi *listening* dengan memodifikasi Task Based Language Learning (TBLL) dan menyesuaikan metode tersebut dengan film animasi yang difungsikan sebagai bahan utama. Berdasarkan berbagai pertimbangan, dipilihlah tiga film animasi yang akan digunakan, yaitu Legend of the Boneknapper Dragon, Kungfu Panda 2, dan Bee Movie. Materi yang dikembangkan terdiri dari empat unit. Tiap unit mengandung empat bagian, yaitu **Teaser, Movie Time, And.. Action!, and Time for Reflection**. Peneliti mengembangkan materi tersebut menjadi Buku Siswa dan Buku Guru.

Berdasarkan hasil dari evaluasi oleh para ahli dalam bidang pendidikan, materi *listening* tersebut baik dan dapat diterima untuk siswa kelas delapan di. Hasil evaluasi juga menunjukkan bahwa materi *listening* tersebut cukup menyenangkan dan menarik. Dengan demikian, desain *listening* tersebut dapat digunakan sebagai bahan ajar *listening* bagi siswa kelas delapan di SMP N 3 Sleman.

Kata Kunci: Listening, Animated Movies, Eighth grade students, SMP N 3 Sleman