

## ABSTRACT

**FERBIANTO, RUDDY. 2012. *A Set of Instructional Speaking Materials Utilizing Picture Narrating Technique for the First Grade of SMPN 2 Yogyakarta. Yogyakarta: English Language Education Study Program, Sanata Dharma University.***

As the global demand, English has become an international language in most life aspects. Being able to speak fluently is one of people's dreams when they study English language. Based on the survey done during the PPL process and the questionnaires which were distributed, it was found out that the students in SMPN 2 Yogyakarta got difficulty in speaking skill. After analyzing what made them difficult to improve their speaking skill, the writer concluded that the speaking materials used in SMPN 2 Yogyakarta did not truly facilitate them to speak. Thus, this study aims to find what the most appropriate speaking materials for the first grade of SMPN 2 Yogyakarta is. The writer decided to utilize picture narrating technique due to the power of using pictures on the learning process. It has to be a common secret that picture can stimulate the learners to create their imagination on what the pictures are reflected (Kreidler, 1971).

This study uses Research and Development technique which adapts some steps from Kemp's model built by Jerrol E. Kemp, Ed.D. H, (1977). The Kemp's model is used as the basic foundation for the final product designing. Since this study concerned with the use of picture narrating technique and the speaking skill, the writer employed some theories from many experts about picture narrating and speaking. Through data which were gained on the field, the writer can conclude that the first grade students in SMPN 2 Yogyakarta had high motivation in practicing speaking skill but the English materials were not truly facilitate them to explore more their speaking skill.

After completing those steps, the writer presented a set of instructional speaking materials for the first grade of SMPN2 Yogyakarta. The materials focused on the language expressions which are used in daily communication. Those language expressions were briefly developed into 4 units. The first unit talked about expressing likes and dislikes, the second unit was about asking for and giving opinion, the third unit talked about asking for and talking about facts and the last unit was asking for clarifications and its responses. Each unit was divided into five sections namely the warming up section, the language expression theory, the grammar section, the picture narrating section, and the last one was the sharing session. The warming up section contains of reading passage to stimulate them to respond while the picture narrating section contains a series of pictures to be narrated. The last section stimulates the students to speak freely. Based on the evaluation, the design materials were generally accepted. The result showed that 100% of the evaluators agreed to the materials and the use of pictures narrating technique were interesting for the learners to improve their speaking skill.

Keywords: instructional materials, speaking, SMPN 2 Yogyakarta, pictures, picture narrating, Kemp's Model

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*Tuntutan dari masyarakat global menjadikan bahasa Inggris sebagai bahasa internasional yang mempengaruhi banyak hal dalam berbagai bidang kehidupan. Dapat berbicara bahasa Inggris dengan lancar adalah hal yang diharapkan oleh orang-orang. Berdasarkan penelitian selama masa PPL dan data dari angket, siswa-siswi di SMPN 2 masih mengalami kesulitan dalam menguasai kemampuan berbicara dalam bahasa Inggris. Setelah melalui observasi dan analisa data, diketahui bahwa material pembelajaran bahasa Inggris khususnya mengenai speaking masih kurang dalam memfasilitasi murid-murid di SMPN 2 Yogyakarta untuk mempraktekan bahasa Inggris secara langsung. Oleh karena itu, penelitian ini bertujuan untuk menemukan materi speaking seperti apakah yang cocok untuk digunakan bagi siswa-siswi SMPN 2 kelas 7. Penulis memutuskan membuat sebuah materi pembelajaran speaking dengan menggunakan picture narrating teknik. Menggunakan gambar dalam proses pembelajaran telah dikenal dapat merangsang murid-murid untuk berimajinasi terhadap apa yang digambarkan oleh gambar-gambar tersebut.*

*Penelitian ini menggunakan metode Research and Development yang mengadaptasi beberapa langkah dari Kemp's model yang dibangun oleh Jerrol E. Kemp, Ed.D.H (1977) sebagai acuan teori. Selain teori R&D, penulis juga menggunakan teori-teori mengenai picture narrating dan speaking. Berdasarkan analisis data yang telah dikumpulkan, diketahui bahwa siswa-siswi kelas 7 SMPN 2 Yogyakarta mempunyai motivasi yang tinggi dalam menguasai bahasa Inggris terutama dalam speaking skill, akan tetapi materi yang digunakan belum cukup memfasilitasi mereka untuk menggunakan bahasa Inggris secara langsung.*

*Penulis menyajikan materi pembelajaran speaking untuk kelas 7 SMPN 2 Yogyakarta. Materi-materi pembelajaran tersebut memfokuskan terhadap language expression seperti yang digunakan dalam keseharian yang dibuat kedalam 4 unit. Unit pertama menjelaskan tentang expressing likes and dislikes, unit kedua tentang asking for and giving opinion, unit ketiga berbicara tentang asking for and talking about facts, dan unit terakhir menjelaskan tentang asking for clarifications and its responses. Setiap unit dibagi menjadi 5 section yaitu the warming up section, the language expression theory, the grammar section, the picture narrating section, dan yang terakhir adalah the sharing season. Bagian warming up berisi wacana yang menstimulate parasiswa-siswi untuk merespon dan bagian picture narrating berisi rangkaian gambar untuk dinarasikan. Bagian terakhir menstimulate siswa-siswi untuk berbicara dengan bebas. Menurut hasil evaluasi, materi speaking telah memadai. Secara keseluruhan, para evaluator setuju, 100%, bahwa materi speaking yang telah dibuat menarik untuk meningkatkan kemampuan para siswa untuk berbicara bahasa Inggris.*

*Kata kunci: instructional materials, speaking, SMPN 2 Yogyakarta, pictures, picture narrating, Kemp's Model.*