

ABSTRACT

Astuti, Eti. 2009. *Listening Instructional Materials Based on Task-Based Learning for the Ninth Grade Students of SMP Negeri 11 Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This research was conducted to design a set of listening instructional materials based on task-based learning for the ninth grade students of SMP N 11 Yogyakarta. There were two questions formulated in the problem formulation. They were 1) How is a set of listening instructional materials based on task based learning for the ninth grade students of *SMP Negeri 11 Yogyakarta* designed? and 2) What does the designed materials look like?

To answer the first question, the writer adapted Kemp's instructional design model that consisted of eight steps. The steps were: (1) Determining the goals, the topics, and the general purposes, (2) Observing learners' characteristics, (3) Determining the learning objectives, (4) Listing the subject content, (5) Developing pre-assessments, (6) Selecting teaching/learning activities and instructional resources, (7) Preparing support services, (8) Conducting the evaluation. As for the methodology, the writer applied five steps of Research & Development theory. They were: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. To gather the data the writer used questionnaire, interview and observation.

Having designed the materials, the writer distributed the second questionnaire to an English teacher of *SMP Negeri 11 Yogyakarta* and two lecturers of the English Education Study Program of Sanata Dharma University to obtain the feedback of the designed materials. The writer used the Central Tendency measurement to analyze that data. From the data analyzed, the result of the Mean was 4.3. The result showed that the score of the Mean was more than 4. Therefore, it could be concluded that most of the respondents agreed that the designed materials were acceptable and appropriate to be implemented.

To answer the second question, the writer presented the final version of the designed materials after making some revisions and improvements based on the results of the designed materials evaluation. The materials consisted of eight units. They were *Meeting People, How Do You Make It?, All in a Day, Unforgettable Experience, The Magic Story, Holidays and Festivals, Can You Cook?, and Travel to an Island*. Each unit consisted of six main parts, which were *Let's Start, Let's Listen, Let's Discuss It, Let's Do It, Let's Practice, and Let's Reflect*.

Finally, the writer expects that the designed materials will help junior high school students to learn listening effectively in the interesting way. The writer also expects that the designed materials will be useful for the English teachers and the future researchers.

ABSTRAK

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Penelitian ini dilaksanakan untuk merancang seperangkat materi menyimak dalam bahasa Inggris untuk siswa-siswi kelas 9 SMP Negeri 11 Yogyakarta berdasarkan metode tugas. Terdapat dua pertanyaan rumusan masalah yaitu 1) Bagaimana seperangkat materi menyimak dalam bahasa Inggris untuk siswa-siswi kelas 9 SMP Negeri 11 Yogyakarta berdasarkan metode tugas dirancang? dan 2) Bagaimanakah bentuk seperangkat materi menyimak dalam bahasa Inggris untuk siswa-siswi kelas 9 SMP Negeri 11 Yogyakarta berdasarkan metode tugas tersebut?

Untuk menjawab pertanyaan rumusan masalah diatas, peneliti menerapkan 5 langkah *Research and Development* (R & D) yaitu: (1) Pengumpulan penelitian dan informasi, (2) Perencanaan, (3) Pengembangan bentuk awal dari produk, (4) Pengujian awal di lapangan, dan (5) Perbaikan produk utama. Untuk mengumpulkan data, peneliti menggunakan kuesioner, wawancara dan observasi.

Untuk menjawab pertanyaan pertama, peneliti menggunakan langkah-langkah sebuah model perancangan pembelajaran dari Kemp. Langkah-langkah tersebut yaitu: (1) Menentukan tujuan umum pembelajaran, (2) Mengamati pelajar dan keadaan, (3) Menentukan objek pembelajaran, (4) Mendata materi pembelajaran, (5) Mengembangkan evaluasi awal, (6) Menyeleksi aktivitas belajar dan mengajar, 7) Menyiapkan sarana pendukung, (8) Melakukan evaluasi.

Setelah materi dirancang kemudian peneliti menyebarkan kuesioner yang kedua kepada guru bahasa Inggris SMP Negeri 11 Yogyakarta dan dua dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma untuk mendapatkan masukan dan evaluasi mengenai materi tersebut. Untuk menganalisa data yang didapat, peneliti menggunakan rumus *Central Tendency*.

Dari analisis data diatas, peneliti menemukan bahwa nilai rata-rata adalah 4,3. Hasil evaluasi tersebut menunjukkan bahwa nilai rata-rata berada di atas 4. Dengan demikian, dapat disimpulkan bahwa sebagian besar responden setuju bahwa materi pembelajaran ini sudah sesuai dan dapat diterapkan.

Untuk menjawab pertanyaan kedua, peneliti menyajikan versi akhir dari materi yang telah dirancang setelah melalui beberapa perbaikan berdasarkan hasil evaluasi diatas. Materi tersebut terdiri dari 8 unit. Kedelapan unit tersebut adalah *Meeting People, How Do You Make It?, All in a Day, Unforgettable Experience, The Magic Story, Holidays and Festivals, Can You Cook?, and Travel to an Island*. Masing-masing unit terdiri dari 6 bagian besar yaitu *Let's Start, Let's Listen, Let's Discuss It, Let's Do It, Let's Practice, and Let's Reflect*.

Peneliti berharap bahwa materi yang telah dirancang dapat berguna bagi siswa-siswi sekolah menengah pertama, para guru, dan peneliti berikutnya.