

ABSTRACT

Agustin, Anisa. 2013. Designing a Set of Integrated Listening-Speaking Materials for Grade XI Science Program of *SMA N 9 Yogyakarta* Using Content-Based Instruction. Yogyakarta: English Education Study Program, Sanata Dharma University.

In facilitating the students to learn English, the teacher should provide interesting and relevant materials. However, there might be some problems faced by the teacher in providing the materials. This caused the students feel bored during learning process. Moreover, teaching listening cannot be separated from other skills such as speaking because these two skills are closely related.

This study deals with designing a set of integrated listening-speaking materials for grade XI science program of *SMA N 9 Yogyakarta* using Content-Based Instruction. There were two problem formulations in this study: 1). How is a set of integrated listening speaking materials for grade XI Science Program of *SMA N 9 Yogyakarta* designed? 2). What does a set of integrated listening speaking materials for grade XI Science Program of *SMA N 9 Yogyakarta* look like? The objectives of this study were to design and to present a set of integrated listening-speaking materials using Content-Based Instruction.

This study was a Research and Development (R & D) study in which the writer applied five steps which were collecting information, planning, developing preliminary product, preliminary field testing, and revising main product. The writer also adapted Kemp's instructional design model and combined it with Yalden's. The writer applied eight steps of instructional design which were: 1). conducting needs survey, 2). considering the goals, choosing the topics, and stating the general purposes, 3). stating the learning objectives, 4). choosing the subject content, 5). designing teaching and learning activities, 6). designing the materials, 7). conducting the evaluation, and 8). doing the revision. In designing the materials, the writer also applied the principles of Content-Based Instruction.

Based on the formative evaluation, it can be concluded that the designed materials were good. It can be seen from the median of each statement which was 4. However, the writer revised some parts based on the comments and suggestion from the teacher and lecturers. Then, the writer presented the final version of the materials in four units. Each unit consisted of three main parts which were pre-activity, whilst-activity, and post-activity. The pre-activity was used to activate students' pre-existing knowledge about the topic. The whilst-activity was the main listening and speaking activity in each meeting. In the post-activity the students were asked to reflect what they had done during the meeting.

Finally, the writer hopes that these materials could motivate the students in learning listening and speaking. Moreover, it could make them to be accustomed to listening to information and expressing ideas in English.

Keywords: design, integrated listening-speaking materials, grade XI, Content-Based Instruction

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Dalam memfasilitasi siswa dalam belajar, guru harus menyiapkan materi yang menarik dan relevan dalam pengajaran. Namun, guru mungkin mengalami kesulitan dalam hal tersebut. Terlebih lagi dalam mengajarkan ketrampilan mendengarkan karena guru tidak dapat memisahkannya dengan ketrampilan yang lain seperti berbicara. Kedua ketrampilan ini sangat berhubungan.

Studi ini bertujuan untuk merancang materi mendengarkan dan berbicara untuk siswa kelas XI program Ilmu Alam dari SMA N 9 Yogyakarta menggunakan Content-Based Instruction. Ada dua pertanyaan yang akan dijawab dalam studi ini, yaitu: 1). Bagaimanakah seperangkat pembelajaran mendengarkan dan berbicara disusun menggunakan Content-Based Instruction? 2). Bagaimanakah bentuk dari seperangkat materi tersebut?

Studi ini merupakan Research and Development dimana penulis menerapkan lima langkah yaitu pengumpulan data, perencanaan, penyusunan materi, pengujian materi dan perbaikan materi. Penulis juga mengkombinasi dan mengadaptasi model pengajaran dari Kemp dan Yalden. Penulis menerapkan delapan langkah, yaitu: 1). Mengadakan Analisis Kebutuhan, 2). Menentukan, tujuan utama, topik, dan tujuan umum pembelajaran, 3). Menentukan tujuan khusus, 4). Merinci isi materi, 5). Menentukan kegiatan belajar mengajar, 6). Menyusun materi, 7). Melakukan evaluasi, 8). Melakukan revisi.

Berdasarkan evaluasi yang dilakukan dapat disimpulkan bahwa materi yang disusun sudah baik. Hal ini dapat dilihat dari nilai tengah dari setiap pernyataan yang mencapai nilai 4 bahkan 5 untuk beberapa pernyataan. Namun, penulis masih perlu melakukan perbaikan berdasarkan saran dari responden. Kemudian, penulis menyajikan versi akhir dari materi dalam empat unit. Dalam setiap unit, terdapat tiga bagian utama pembelajaran yaitu: Pre-activity, Whilst-activity dan Post-activity. Dalam pre-activity, siswa diharapkan dapat mengingat pengetahuan yang telah mereka pelajari. Sedangkan whilst-activity merupakan kegiatan utama dalam mempelajari ketrampilan mendengarkan dan berbicara. Dalam post-activity siswa diminta untuk merefleksikan apa yang telah didapatkan dalam pertemuan tersebut.

Akhirnya, penulis berharap materi ini dapat memotivasi siswa dalam belajar ketrampilan mendengarkan dan berbicara. Selain itu, siswa dapat terbiasa untuk mendengarkan informasi berbahasa Inggris maupun mengungkapkan ide dalam Bahasa Inggris.

Kata kunci: *desain, materi mendengarkan dan berbicara integratif, kelas XI, Content-Based Instruction*