

## ABSTRACT

Putranti, Aloysia Prajnyaningtyas Dwi. 2014. Designing a Set of English Speaking Extracurricular Materials Based on Task-Based Learning for Seventh Graders of Junior High School. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Speaking is one of English four skills that is important for students to be practiced and mastered because speaking is used to communicate to other people. In *SMP Pangudi Luhur 1* Yogyakarta, speaking becomes the focus of extracurricular English class. Unfortunately, in *SMP Pangudi Luhur 1* Yogyakarta, there is no specific speaking material used for the students. For this reason, the researcher intends to design the materials, which is based on Task-Based Learning. As Task-Based Learning focuses on doing more tasks, the students will have much time to practice speaking.

This research aims to answer two research problems: (1) How is a set of English speaking extracurricular instructional materials based on Task-Based Learning for 7<sup>th</sup> grade students of *SMP Pangudi Luhur 1* Yogyakarta designed? (2) What does a set of English speaking extracurricular instructional materials for 7<sup>th</sup> grade students of *SMP Pangudi Luhur 1* Yogyakarta look like?

To answer the research problems, the researcher employed the adaptation of Research and Development (R & D) method. The researcher implemented five steps of R & D. They were: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, and (5) main product revision. Furthermore, the researcher employed the instructional design by Kemp (1977). The steps are: (1) identifying learners characteristics, (2) determining goals, topics, and general purposes, (3) specifying learning objectives, (4) listing subject content, (5) selecting teaching learning activities and instructional resources, (6) evaluating the designed materials, and (7) revising the designed materials.

In order to gather the data, the researcher distributed questionnaires to the seventh grade students of *SMP Pangudi Luhur 1* Yogyakarta. Moreover, the designed materials were then evaluated by distributing questionnaires to the experts. They were two lecturers of English Language Education Study Program and one teacher of *SMP Pangudi Luhur 1* Yogyakarta. It aimed to gain more feedback and suggestion on the designed materials.

The researcher presented the final version after making revisions based on the feedback and suggestions given by the evaluators. The researcher presented the designed materials to answer the second question. The designed materials consisted of four units. Those were: (1) Hi...Hello..., (2) Thanking, (3) What do I look like?, (4) Where is the way?. Each unit was divided into three parts as proposed in Task-Based Learning. Finally, the researcher expects that this designed materials could be implemented in the teaching learning activity in order to help the students to improve their speaking skill.

Key words: Instructional materials, Task-Based Learning, Speaking

## ABSTRAK

Putranti, Aloysia Prajnyaningtyas Dwi. 2014. *Designing a Set of English Speaking Extracurricular Materials Based on Task-Based Learning for Seventh Graders of Junior High School*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

*Kemampuan berbicara adalah salah satu dari empat kemampuan dalam bahasa Inggris yang penting untuk dipelajari dan dikuasai oleh siswa karena kemampuan berbicara digunakan untuk berkomunikasi dengan orang lain. Di SMP Pangudi Luhur 1 Yogyakarta, kemampuan berbicara menjadi fokus dalam kegiatan ekstrakurikuler Bahasa Inggris. Sayangnya, di SMP Pangudi Luhur 1 Yogyakarta tidak ada materi kemampuan berbicara khusus yang dapat digunakan oleh siswa. Dengan alasan tersebut, peneliti bermaksud untuk mendesain materi berdasarkan Task-Based Learning yang memfokuskan siswa untuk mengerjakan banyak latihan sehingga siswa mempunyai lebih banyak waktu untuk melatih kemampuan berbicara mereka.*

*Penelitian ini bertujuan untuk menjawab dua rumusan masalah: (1) Bagaimana seperangkat materi berbicara Bahasa Inggris berdasarkan Task-Based Learning untuk siswa kelas tujuh SMP Pangudi Luhur 1 Yogyakarta dirancang? (2) Bagaimana penyajian materi berbicara Bahasa Inggris untuk siswa kelas tujuh SMP Pangudi Luhur 1 Yogyakarta yang sudah dirancang tersebut?*

*Untuk menjawab pertanyaan penelitian, peneliti mengadaptasi metode Research and Development (R & D). Peneliti mengaplikasikan lima tahap dalam R & D: (1) penelitian and pengumpulan informasi, (2) perencanaan, (3) mengembangkan produk awal, (4) evaluasi awal produk, dan (5) revisi produk. Selanjutnya, peneliti juga mengadaptasi model rancangan pembelajaran dari Kemp (1977). Tahap tersebut adalah: (1) menganalisa karakteristik siswa, (2) perumusan tujuan, topik, dan tujuan umum, (3) perumusan tujuan khusus, (4) perincian isi materi, (5) pemilihan kegiatan proses belajar mengajar dan sumber instruksional, (6) mengevaluasi desain materi, dan (7) merevisi desain materi.*

*Untuk mengumpulkan data, peneliti membagikan kuesioner kepada siswa kelas tujuh SMP Pangudi Luhur 1 Yogyakarta. Kemudian desain materi dievaluasi oleh dua dosen Pendidikan Bahasa Inggris Universitas Sanata Dharma dan satu guru Bahasa Inggris dari SMP Pangudi Luhur 1 Yogyakarta dengan membagikan kuesioner evaluasi untuk mendapatkan masukan dan usulan berkaitan dengan desain materi.*

*Peneliti menampilkan versi akhir dari desain materi setelah melakukan revisi berdasarkan masukan dan usulan dari para evaluator untuk menjawab rumusan masalah kedua, yang terdiri dari empat unit: (1) Hi...Hello..., (2) Thanking, (3) What do I look like?, (4) Where is the way?. Akhirnya, peneliti berharap agar desain materi ini dapat diterapkan dalam kegiatan belajar mengajar untuk membantu siswa dalam mengembangkan kemampuan berbicara.*

*Kata kunci:* Instructional materials, Task-Based Learning, Speaking