

ABSTRACT

Rahmawati, Kartika Eva. (2018). *Pecha Kucha-based Speaking Materials for Critical Listening and Speaking I*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Critical Listening and Speaking I (CLS I) was one of speaking courses in English Language Education Study Program (ELESP) Sanata Dharma University that helped the students to increase their speaking skill through orall presentation. Factually, the students of ELESP batch 2015 had difficulties in terms of making correct sentences, using appropriate words to express or explain something, and producing less pauses during the speaking presentation. The difficulties caused the students could not speak fluently and accurately. Based on the difficulties, the writer offered *Pecha Kucha* speaking materials to facilitate the students to speak fluently and accurately through CLS I course.

The aimed of this study was to design a set of speaking materials of CLS I using *Pecha Kucha* and present the speaking materials. In order to answer how to design the speaking materials, the writer adapted the instructional designed model by Kemp (1977) and elaborated with the design by Yalden (1987) also the Research & Development (R&D) cycle by Borg & Gall (1983). Then, the writer sellected 8 appropriate steps in order to be implemented in the process of writing the speaking materials. In order to answer how was presentation of the designed materials, the writer showed the results of discussion about the 8 steps.

The speaking materials were designed based on the data of the participants' needs and based on CLS I Syllabus. The close-ended questionnaire was used as the instrument to collect the data about the students' needs and the open-ended interview was used to collect data of the lecturer's information about the speaking learning process. Based on the result of the data, the writer made four units namely Introduction to *Pecha Kucha*: What Happen in Daily Life, *Pecha Kucha* I: Dream, *Pecha Kucha* II: Education, and *Pecha Kucha* III: Environment. In every material of this unit, the writer provided questions in order to facilitate the students to share their critical responses. The writer provided three sections in every unit namely, pre-activity, core-activity, and post activity where the activities helped the students to speak fluently and accurately.

In order to provide a better version of the designed materials, the writer needed an evaluation. The evaluation consisted of comments and suggestions from the evaluators. Moreover, the comments and suggestions from the evaluators were used as the improvement for the designed materials.

Keywords: instructional design, *Pecha Kucha*, speaking materials, speaking skill, Critical Listening and Speaking I

ABSTRAK

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Critical Listening and Speaking I (CLS I) adalah salah satu mata kuliah ketrampilan berbicara di Program Studi Pendidikan Bahasa Inggris (PBI) Universitas Sanata Dharma yang membantu para siswa untuk meningkatkan keterampilan berbicara mereka melalui sebuah presentasi. Faktanya, para siswa PBI angkatan 2015 mengalami kesulitan dalam hal membuat kalimat dengan benar, menggunakan kalimat yang tepat untuk menggambarkan atau menjelaskan sesuatu, dan memproduksi sedikit jeda selama proses presentasi. Kesulitan itulah yang membuat para siswa tidak dapat berbicara secara lancar dan akurat. Berdasarkan kesulitan tersebut, penulis menawarkan sebuah bahan ajar berbicara bahasa Inggris yang berbasis Pecha Kucha melalui mata kuliah ketrampilan berbicara CLS I.

Tujuan dari penelitian ini adalah untuk merancang bagaimana bahan ajar berbicara bahasa Inggris pada mata kuliah CLS I dengan menggunakan metode Pecha Kucha dan seperti apa bentuk dari bahan ajar berbicara bahasa Inggris tersebut. Untuk menjawab pertanyaan bagaimana cara menyusun materi berbicara, penulis mengadaptasi model rancangan instruksional oleh Kemp (1977) dan Yalden (1987) juga siklus Penelitian & Pengembangan oleh Borg & Gall (1983). Kemudian, penulis merumuskan 8 langkah yang tepat agar bisa diimplementasikan dalam proses penulisan bahan ajar. Untuk menjawab bagaimana hasil dari materi berbicara, penulis memaparkan 8 langkah tersebut.

Materi berbicara dirancang berdasarkan data kebutuhan peserta dan berdasarkan silabus pembelajaran CLS I. Kuesioner tertutup digunakan sebagai instrumen untuk mengumpulkan data siswa dan wawancara digunakan untuk mengumpulkan informasi tentang proses belajar. Hasilnya, penulis membuat empat unit yaitu: Introduction to Pecha Kucha: What Happen in Daily Life, Pecha Kucha I: Dream, Pecha Kucha II: Education, and Pecha Kucha III: Environment. Dalam setiap materi dari unit ini, penulis memberikan pertanyaan untuk memudahkan siswa membagikan tanggapan kritis mereka. Penulis memberikan tiga bagian di setiap unit yaitu: pra-aktivitas, aktivitas inti, dan aktivitas pasca dimana kegiatan membantu siswa berbicara dengan lancar dan akurat.

Untuk memberikan versi yang lebih baik dari bahan yang dirancang, penulis melakukan evaluasi. Penulis membutuhkan komentar dan saran dari penilai. Selain itu, komentar dan saran dari penilai digunakan sebagai bahan untuk meningkatkan rancangan materi berbicara.

Kata kunci: model rancangan instruksional, Pecha Kucha, materi berbicara, ketrampilan berbicara, Critical Listening and Speaking