

ABSTRACT

Lourdes, Elisabet Yuliana. (2022). *Designing English Speaking Supplementary Materials Using Videos for the Eleventh Grade of SMA Negeri 2 Simpang Hilir Kalimantan Barat*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

In this millennial era, there are a lot of videos that help students to learn English because videos are more accessible to them, e.g. YouTube. Videos as the material for teaching are claimed to have many benefits for students, teachers, and educational institutions. However, schools in Kecamatan Simpang Hilir, Kalimantan Barat province, still use conventional methods in delivering learning materials. It might be one of the reasons that the student's motivation to learn English is rather low, based on the researcher's observation, as they consider that English learning is not interesting. For those reasons, the researcher intends to design English supplementary materials that can facilitate the students' speaking skills for the eleventh-grade students in *SMA Negeri 2 Simpang Hilir, Kalimantan Barat*.

This study is intended to answer the following questions: (1) how are English supplementary materials for speaking skills using videos for the eleventh-grade students of *SMA Negeri 2 Simpang Hilir, Kalimantan Barat* designed? and (2) what does the design of English supplementary materials for speaking skills using videos for the eleventh-grade students of *SMA Negeri 2 Simpang Hilir, Kalimantan Barat* look like?

First, to answer the first research question, the supplementary materials were designed by adapting the seven steps of Kemp's instructional design Model (2004). The seven steps were (1) identifying the learner's characteristics, (2) determining the goals, topics, and general purposes, (3) Specifying learning objectives, (4) listing subject contents, (5) selecting teaching-learning activities, (6) conducting evaluation, and (7) revision.

The second research question was answered by presenting the design of the English teaching supplementary materials. The design of supplementary teaching materials consists of four units based on the analysis of students' needs. Those four units are as the followings: (1) *Can I Help You?* (2) *Historical and Tourism Place*, (3) *How about Watching Movies*, and (4) *What Should I Do?*

The results of the expert evaluation, which was carried out by distributing questionnaires, revealed that each question received a score of four or above. It can be concluded that the designed supplementary materials were appropriate enough and can be applied for the eleventh grade of *SMA Negeri 2 Simpang Hilir*. The researcher hopes this study and the designed supplementary materials can help the teacher to support the students' learning and the future researchers who are interested in this study.

Keywords: Supplementary materials, videos, eleventh-grade, SMA 2 Simpang Hilir

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Di era milenial ini banyak sekali video yang membantu siswa belajar bahasa Inggris karena video lebih mudah diakses, misalnya melalui YouTube. Penggunaan video sebagai bahan ajar memiliki banyak manfaat bagi siswa, guru, dan lembaga pendidikan. Namun, sekolah di Kecamatan Simpang Hilir, Provinsi Kalimantan Barat, masih menggunakan metode konvensional dalam penyampaian materi pembelajaran. Mungkin hal tersebut yang menjadi alasan motivasi siswa agak rendah untuk belajar bahasa Inggris, berdasarkan observasi peneliti, karena mereka menganggap bahasa Inggris adalah pelajaran yang sulit. Berdasarkan hal tersebut, peneliti bermaksud untuk merancang materi pendukung bahasa Inggris dengan membuat video untuk siswa kelas 11, SMA Negeri 2 Simpang Hilir, Kalimantan Barat.

Penelitian ini dimaksudkan untuk menjawab 2 pertanyaan berikut: (1) bagaimana materi pendukung bahasa Inggris untuk keterampilan berbicara menggunakan video untuk siswa kelas sebelas SMA Negeri 2 Simpang Hilir? Dan (2) seperti apakah desain materi pendukung bahasa Inggris untuk keterampilan berbicara menggunakan video untuk siswa kelas sebelas SMA Negeri 2 Simpang Hilir, Kalimantan Barat?

Pertama, untuk menjawab pertanyaan penelitian pertama, materi pendukung dirancang dengan mengadaptasi 7 langkah dari *Kemp's Instructional Design Model* (2004). Ketujuh langkah tersebut adalah (1) mengidentifikasi karakteristik murid, (2) menentukan sasaran, topic, dan tujuan umum, (3) menentukan tujuan khusus pembelajaran, (4) membuat daftar isi/aktivitas pembelajaran, (5) memilih KBM, (6) melakukan evaluasi, (7) revisi.

Pertanyaan penelitian kedua dijawab dengan menampilkan desain materi pendukung pengajaran bahasa Inggris. Rancangan materi pendukung terdiri dari 4 unit berdasarkan analisis kebutuhan murid. Keempat unit tersebut adalah: (1) *Can I Help You?*, (2) *Historical and Tourism Place*, (3) *How about Watching Movies?*, dan (4) *What Should I Do?*

Hasil evaluasi ahli yang dilakukan dengan penyebaran kuesioner mengungkapkan bahwa setiap pertanyaan mendapat skor empat atau lebih. Dapat disimpulkan bahwa materi pendukung yang dirancang dinilai baik untuk digunakan dan diterapkan pada siswa kelas sebelas SMA Negeri 2 Simpang Hilir. Peneliti berharap penelitian ini dan materi pendukung yang dirancang dapat membantu guru untuk mendukung pembelajaran murid dan peneliti di masa depan yang tertarik dengan penelitian ini.

Kata kunci: Materi Pendukung, Konten Video, Kelas sebelas, SMA 2 Simpang Hilir