

ABSTRACT

Development of a Information Gap Activities Based on Contextual Teaching Learning for English Speaking Courses in Higher Education.

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Based on observations made at the Faculty of Economics, UIR Pekanbaru, it was found that students' ability to speak English was still weak because the lecturers still used conventional learning models so that students felt bored. The of mein abjective are the researh of devevelopment are a teaching material bye learning to speak English based on a Contextual Teaching and Learning Model using Information Gap Activities for English II (Speaking) Courses in Higher Education. which a logic, practical. Analisyst of the development are contextual teaching learning model based on information Gap Activities through the ADDIE stages, namely (1) Analysis ; (2) Design (Design); (3) Development (Development); (4) Implementation (Implementation); (5) Evaluation . Products developed include IGACTL model books, lecturer books and student books. Based on the results of validity, practicality and effectiveness, it can be concluded that IGACTL model ability to speak English was still weak effective English process.

ABSTRAK

Pengembangan Teknik Information Gap Activities Berbasis Model Pembelajaran Contextual Teaching & Learning Melalui Gambar untuk Mata Kuliah Speaking di Perguruan Tinggi

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Berdasarkan observasi yang dilakukan di Fakultas Ekonomi UIR Pekanbaru, ditemukan bahwa kemampuan berbicara bahasa Inggris siswa masih lemah karena dosennya masih menggunakan model pembelajaran konvensional sehingga mahasiswa merasa jenuh. Tujuan utama yang dikaji mengenai pengembangan sebuah konsep pembelajaran berbentuk pembahasan bahan ajar untuk pembelajaran berbicara dalam bahasa Inggris berupa model pembelajaran Information Gap Activities (IGA) dalam Model Contextual Teaching Learning (CTL) valid, praktis, efektif dan dapat memotivasi mahasiswa untuk belajar secara mandiri dalam menciptakan aktivitas informasi mahasiswa yang lebih aktif. Pengembangan model pembelajaran Information Gap Activities (IGA) dalam Model Contextual Teaching Learning (CTL) ini melewati tahapan ADDIE, yaitu (1) *Analysis* (Analisis); (2) *Design* (Disain); (3) *Development* (Pengembangan); (4) *Implementation* (Implementasi); (5) *Evaluation* (Evaluasi). Pengembangan hasil analisis temuan yang dikembangkan meliputi buku model pembelajaran IGACTL, buku dosen dan buku siswa. Berdasarkan hasil validitas, praktikalitas dan efektivitas hingga hasil akhir yang diperoleh jadi model IGACTL efektif meningkatkan aktivitas mahasiswa dalam memperoleh informasi sesuai gaya belajar mahasiswa.