

ABSTRACT

Nau, Christianus. (2016). Designing a set of writing materials using *EGRA* technique for the eighth-grade students of SMPN 15 Yogyakarta. Yogyakarta: English Language Educational Study Program, Sanata Dharma University

Nowadays, English becomes a language that can give a big effect in many aspects such as health, occupation, education, and communication. Therefore, many people are demanded to master this language including students. In the school, for example, students are drilled on and on in order to be able to master productive and receptive skills in the form of four language skills: listening, speaking, reading, and writing. Dealing with writing skill, many students face difficulties to write English. Based on the researcher's findings at class VIII of SMPN 15 Yogyakarta, many students experienced this problem. Therefore, the researcher is going to design a set of instructional writing materials using *EGRA* technique for the eighth-grade students of SMPN 15 Yogyakarta to help the students solve the problem. *EGRA* stands for Exposure/ Experience, Generalization, Reinforcement, and Application.

This research aimed to answer two research questions: (1) how is a set of instructional writing materials for the eighth-grade students of SMPN 15 Yogyakarta designed? And (2) how does a set of instructional writing materials for the eighth-grade students of SMPN 15 Yogyakarta look like?

The researcher used the model of development that was introduced by Borg and Gall (1983) to answer the first question. There were ten steps in this model of development. In designing the materials, the researcher only used the first five steps because of time limitation. The stages used were (1) data collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) main product revision. In gathering data, the researcher used interview to two English teachers of SMPN 15 Yogyakarta and classroom observation for data collecting. The questionnaires were distributed in the preliminary field testing. At this part, the researcher distributed the questionnaires to the experts to get feedback toward the designed materials.

Based on the result of the evaluation of the experts, there were two things that needed to be revised and one thing to be added. The researcher had to revise some grammatical errors and some unclear instructions and to add sources for pictures used in the designed materials. Therefore, the final version of the designed materials consisted of three big units. They were *Descriptive Text*, *Recount Text*, and *Narrative Text*. In each unit, there were two topics provided. In each topic, there were four sections provided. They were *Exposure*, *Training*, *Grammar*, and *Writing*.

Keywords: *Writing skills*, *EGRA technique*, *Designed materials*

ABSTRAK

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Dewasa ini, dampak penguasaan Bahasa Inggris sangat terasa di berbagai macam aspek, seperti kesehatan, pekerjaan, pendidikan, dan komunikasi. Oleh karena itu, tuntutan untuk bisa menguasai Bahasa Inggris menjadi hal yang tidak bisa dielakan oleh banyak pihak, termasuk para siswa. Di sekolah, contohnya, siswa-siswa terus-menerus dilatih untuk bisa menguasai keterampilan-keterampilan dalam Bahasa Inggris, seperti mendengarkan, berbicara, membaca, dan menulis. Dalam kasus ini, khususnya berkaitan dengan keterampilan menulis, banyak siswa masih mengalami kesulitan dalam mengimplementasikan penulisan yang benar. Hal ini berangkat dari hasil pengamatan yang dilakukan peneliti di kelas VIII SMPN 15 Yogyakarta. Oleh karena itu, peneliti mendesain seperangkat materi untuk meningkatkan keterampilan menulis dengan menggunakan teknik EGRA. Teknik EGRA itu sendiri merupakan kepanjangan dari Experience/Exposure, Generalization, Reinforcement, and Application.

Studi ini bertujuan untuk menjawab dua rumusan masalah, yakni (1) bagaimana seperangkat materi menulis Bahasa Inggris yang menggunakan teknik EGRA untuk murid kelas VIII SMPN 15 Yogyakarta didesain? Dan (2) bagaimanakah tampilan dari rancangan seperangkat materi menulis Bahasa Inggris yang menggunakan teknik EGRA untuk murid kelas VIII SMPN 15 Yogyakarta?

Untuk menjawab pertanyaan pertama, peneliti menggunakan model pengembangan yang diperkenalkan oleh Borg and Gall (1983) yang dikombinasikan dengan beberapa langkah milik Kemp (1997). Di sini, peneliti hanya menggunakan lima langkah karena keterbatasan waktu. Oleh karena itu, langkah-langkah yang digunakan adalah (1) data collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, dan (5) main product revision. Dalam mengumpulkan data, peneliti menggunakan wawancara kepada dua guru bahasa Inggris kelas VIII SMPN 15 Yogyakarta dan observasi kelas VIII J dan VIII I untuk data collecting. Kuisioner digunakan pada tahap preliminary field testing.

Berdasarkan hasil dari evaluasi para ahli, peneliti perlu merevisi kesalahan grammar dan beberapa instruksi yang kurang jelas dan mencantumkan referensi untuk gambar-gambar yang digunakan. Oleh karena itu, versi akhir dari materi-materi yang didesain ini terdiri dari tiga unit besar, yakni *Descriptive Text*, *Recount Text*, and *Narrative Text*. Di tiap unit, terdapat dua topik yang disediakan. Pada masing-masing topik, terdapat empat bagian, yakni *Exposure*, *Training*, *Grammar*, and *Writing*.

Keywords: *Writing skills, EGRA technique, Designed materials*