

ABSTRACT

Matuate, Vitha Ama, (2015). *A Set of Supplementary English Materials using Infographic for Seventh Grader of BOPKRI 1 Junior High School*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

BOPKRI 1 Junior High School is one of the schools that applies English as the school subject. The writer found some of learning and teaching problems based on the writer's experience as the *PPL* teacher and based on the result of the interview with the English teacher. The first problem is that some students did not learnt English in the elementary school. The second problem is that the students have some difficulties in learning grammar, vocabulary mastery and English skills. To overcome those problems, the writer decided to design English infographic supplementary materials to help the students in English learning.

There are two problems in this study. They are (1) How is a set of supplementary English materials using infographic media for seventh graders of *BOPKRI 1* Junior High School designed?, and (2) What does the set of English supplementary materials using infographic for seventh graders of *BOPKRI 1* Junior High School look like? To answer the first research problem of this study, the writer used five out of ten steps from research and development of Borg and Gall (1983) and combined it with six steps of instructional media design by Kemp (1977) to produce the writer's research model. The research model are (1) pre-design survey and data analysis, (2) planning the design material needs (3) designing the design material (4) post design survey and designed material evaluation, and (5) designing the design material.

To answer the second research problem, the writer presented the supplementary designed materials that consisted of seven titles. The titles are (1) Help me, Please, (2) What do you do?, (3) I like your dress, (4) My favorite singer I Afgan, (5) How many apple that you have?, (6) Show me how to make mango juice, (7) I got your message. Each unit of the supplementary deigned materials consisted of three main contents, namely "Let's get started", "Let's focus, and "Let's review. In "Let' get started" were asked to observe the introduction of each topic. In "Let's focus", the writer presented the infograpfic and the learning activities. The learning activities were consisted of individual work, partner work, and group group work activities. In "Let's review", the students were asked to review the material by reading the short summary of each unit and doing the exercises. The writer added two additional contents for the supplementary designed materials. The contents were "Fun Time", and "Did You Know?"

In the end of the research, the writer had the evaluation of the designed material from the evaluators. The result of the evaluation showed almost all the evaluators' opinion were between agree and strongly agree (degree of agreement). This means that the designed material was appropriate to be used for the seventh grader of *BOPKRI 1* Junior High School.

Keywords: *Infographic, Supplementary materials*

ABSTRAK

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SMP BOPKRI 1 merupakan salah satu sekolah yang menerapkan Bahasa Inggris dalam matapelajaran sekolah. Dari pengalaman penulis sebagai guru PPL dan dari hasil wawancara informal dengan guru Bahasa Inggris, terdapat beberapa masalah dalam proses belajar mengajar bahasa Inggris. Pertama, tidak semua siswa belajar bahasa Inggris di sekolah dasar. Kedua, siswa masih kesulitan dalam belajar struktur bahasa, kosakalata dan kemampuan berbahasa Inggris. Untuk mengatasi masalah tersebut, penulis memutuskan untuk mendesain material tambahan Bahasa Inggris menggunakan Infographic dalam membantu siswa belajar bahasa Inggris.

Terdapat dua rumusan masalah dalam studi ini. Pertama (1) Bagaimana desain materi tambahan Bahasa Inggris menggunakan Infographic untuk kelas tujuh SMP BOPKRI 1 Yogyakarta, dan (2) Seperti apa materi tambahan Bahasa Inggris menggunakan Infographic untuk kelas tujuh SMP BOPKRI 1 Yogyakarta? ” Untuk menjawab rumusan masalah pertama, menggunakan 5 dari sepuluh tahap dari teori penelitian dan pengembangan Borg dan Gall (1983) dan mengkombinasikannya dengan desain media instruksional Kemp (1977) dalam menentukan tahapan-tahapan penelitian penulis yang antara lain (1) pre-design survey and data analysis, (2) planning the design material needs (3) designing the design material (4) post design survey and designed material evaluation, (5) designing the design material, and (6) revising the design material.

Untuk menjawab rumusan masalah kedua, penulis memperkenalkan materi tambahan yang terdiri dari tujuh judul. Materi yang dihasilkan adalah (1) Help me, Please, (2) What do you do?, (3) I like your dress, (4) My favorite singer I Afgan, (5) How many apple that you have?, (6) Show me how to make mango juice, (7) I got your message. Setiap unit terdiri dari tiga bagian utama yaitu “Let’s get started”, “Let’s focus, and “Let’s review. Dalam “Let’ get started” Para siswa diajak untuk mengamati pengenalan dari setiap unit. Dalam “Let’s focus”, penulis memperkenalkan infographic, dan aktivitas-aktivitas belajar. Aktivitas belajar terdiri dari kegiatan individual, kegiatan berpasangan, dan kegiatan kelompok. Dalam “Let’s review”, para siswa diajak untuk mengulang kembali pelajaran yang telah dipelajari. Penulis memasukan dua konten tambahan dalam materi tambahan. Konten tersebut adalah “Fun Time”, and “Did You Know?”

Penulis mendapatkan evaluasi materi pembelajaran dari beberapa evaluator. Dari hasil evaluasi tersebut menunjukkan hampir semua pendapat evaluator berada diantara di pilihan setuju dan sangat setuju(tingkat kesepakatan. Ini menunjukkan materi yang dihasilkan sesuai untuk diterapkan di kelas tujuh SMP BOPKRI 1 Yogyakarta.

Kata Kunci: *Infographic, Supplementary Material*