

## ABSTRACT

Sriwibowo, Ii Dwi Kristiningtyas (2003). *Designing a Set of Instructional Report Writing Materials Using Genre-Based Approach for the First Semester Students of English Language Education Study Programme of Sanata Dharma University*. Yogyakarta: Sanata Dharma University.

The study that is reported in this thesis was an attempt to design an instructional programme. The focus of the design is Report writing as one of the schooling genres. The design is intended to the first semester students of the English Language Education Study Programme. The design follows the principles of the Genre-Based Approach.

There are two problems that are stated in this study. The first problem was how to compose instructional Report writing materials. The second problem was what the presentation of the instructional Report writing materials look like.

In order to solve the two problems above, a materials selection and a survey research were conducted. The materials selection was conducted in order to provide theories as the strong foundation of the study and get materials as the sources of the design. The survey research was conducted in order to evaluate the designed materials. The result of the survey research was used as the basis to revise and improve the design. In order to achieve this purpose, eight questionnaires were distributed to eight lecturers of the English Language Education Study Programme.

The average of agreement on the designed materials is 4.11. It means that the designed materials have met the requirements of the appropriate materials that are presented in the first part of the questionnaire.

Based on the analysis of the study, three conclusions were drawn. Firstly, the designed materials are approved to be appropriate materials. The designed materials have matched the principles of the Genre-Based Approach. Secondly, the steps to prepare and design materials followed the five steps (Stating Goals and Topics, Stating Learning Objectives, Listing the Subject Content, Designing Instructional System, and Evaluating the Designed Materials) that are combined and modified from Banathy's and Kemp's models. The materials were designed by following the curriculum cycle that is suggested by the proponents of the Genre-Based Approach. Thirdly, there are eight units in the designed materials. The teaching-learning activities that appear in the design are presented as follows: (1) Purpose of Report, (2) Schematic Structure, (3) Language Features, (4) Homework, (5) Cross-Check, (6) Conferencing, (7) Writing a Plan, (8) Writing Practice, (9) Revision, (10) Peer Activity, (11) Deconstructing Text, (12) Outside Activity.

Hopefully, the findings of the study could be useful for the teachers/lecturers of writing, the students of writing course and further research.

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Studi yang dilaporkan di dalam skripsi ini merupakan upaya penyusunan suatu program instruksional Bahasa Inggris. Fokus dari desain ini adalah menulis *Report* sebagai salah satu teks yang dipelajari di sekolah. Desain ini disusun untuk mahasiswa Program Studi Pendidikan Bahasa Inggris semester satu. Di dalam pelaksanaannya, penyusunan program instruksional ini mengikuti prinsip-prinsip yang dipegang oleh *Genre-Based Approach*.

Ada dua masalah yang dibahas dalam studi ini. Masalah yang pertama adalah bagaimana menyusun materi instruksional untuk teks *Report*. Masalah kedua adalah untuk melihat susunan materi instruksional untuk teks *Report*.

Pemilihan materi dan survei dilakukan untuk menjawab kedua masalah tersebut di atas. Pemilihan materi dilakukan untuk mencari teori-teori yang melandasi studi ini dan bahan-bahan yang digunakan untuk sumber penyusunan materi. Survei dilakukan untuk mengevaluasi susunan materi yang telah disusun. Hasil dari survei ini digunakan untuk memperbaiki susunan materi yang ada. Delapan kuesioner dibagikan kepada delapan dosen Pendidikan Bahasa Inggris untuk mencapai tujuan di atas.

Penelitian deskriptif menunjukkan bahwa rata-rata penilaian terhadap susunan materi adalah 4,11. Angka ini membuktikan bahwa susunan materi sudah memenuhi kriteria/persyaratan materi yang baik seperti yang tertulis di kuesioner bagian pertama.

Ada tiga kesimpulan yang dapat diambil dari hasil studi ini. Kesimpulan pertama adalah bahwa dalam hal ini susunan materi telah memenuhi kriteria materi yang baik. Susunan materi tersebut sesuai dengan prinsip-prinsip dari *Genre-Based Approach*. Kesimpulan kedua adalah bahwa sebelum menyusun materi diperlukan lima langkah (*Stating Goals and Topics, Stating Learning Objectives, Listing the Subject Content, Designing Instructional System, and Evaluating the Designed Materials*) yang diperoleh dari hasil kombinasi dan modifikasi antara model Banathy dan model Kemp. Sedangkan untuk menyusun materi diperlukan langkah-langkah (*curriculum cycle*) seperti yang telah diungkapkan oleh para pelopor *Genre-Based Approach*. Kesimpulan ketiga adalah bahwa ada delapan unit dalam susunan materi. Adapun kegiatan belajar mengajar meliputi: (1) *Purpose of Report*, (2) *Schematic Structure*, (3) *Language Features*, (4) *Homework*, (5) *Cross-Check*, (6) *Conferencing*, (7) *Writing a Plan*, (8) *Writing Practice*, (9) *Revision*, (10) *Peer Activity*, (11) *Deconstructing Text*, (12) *Outside Activity*.

Semoga hasil dari studi ini bermanfaat bagi guru/dosen menulis, murid, dan penelitian lebih lanjut.