

ABSTRACT

Indartiningtyas, Natalia Debby. 2010. *Designing English Writing Instructional Materials Using Genre – Based Approach for Senior High School Grade XI*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Writing text is one of the basic competences of writing skill for senior high school grade XI. Therefore, writing is an important skill that students should master. From the observation, it was found that writing is considered as a difficult skill for students. The students have difficulties in arranging their ideas, organizing the structure, employing the correct grammar, and choosing the appropriate vocabulary. An appropriate approach is needed to solve the students' difficulties. Genre – Based Approach provides step by step procedures in writing. This approach guides students to produce a piece of writing.

This study was conducted to design English writing instructional materials using Genre – Based Approach for the eleventh grade students of *SMA N 1 Depok*. This study was concerned with two formulated problems, which are, 1) How are English writing instructional materials based on genre – approach for eleventh grade students of *SMA N 1 Depok* designed? and 2) What do English writing instructional materials based on genre – approach for eleventh grade students of *SMA N 1 Depok* look like?

In answering the first problem formulation, the study adapted Kemp's and Yalden's Instructional Design Model and employed R & D (Research and Development) Model. There are five steps applied in this study. The steps were: (1) Research and Information Collecting. Needs survey was conducted to obtain information about students' abilities, interest, and difficulties. (2) Planning. This step included determining goals, topics, general purposes, and learning objectives. (3) Develop Preliminary Form of Product. In this step, the subject contents of the designed materials were classified. This step was also aimed at choosing teaching/ learning activities/ resources. (4) Preliminary Field Testing. An evaluation was conducted to obtain the comments, judgments, and suggestions toward the designed materials. (5) Main Product Revision. The evaluation data of the preliminary field testing was used as the basis of product revision. The result of the descriptive statistic indicated that the average of agree statements of the designed materials was 88.75%. It is concluded that the designed materials are suitable and acceptable to be used in the school.

In answering the second problem formulation, this study presented the final version of the designed materials. It consists of eight units. Each unit is divided into five sections, namely, (1) Building the Context, (2) Modelling and Deconstructing the Text, (3) Joint Construction of the Text, (4) Independent Construction of the Text, and (5) Linking Related Text.

Hopefully, these designed materials can be applied in the school to improve students' ability in writing. Moreover, it can encourage other researchers to conduct a further study on other aspects of this study.

Keywords: design, writing, material, genre – based approach

ABSTRAK

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Menulis teks adalah salah satu kompetensi dasar dalam kemampuan menulis untuk siswa kelas XI sekolah menengah atas. Oleh karena itu, menulis merupakan kemampuan yang harus dikuasai. Dari hasil pengamatan, diketahui bahwa siswa menganggap menulis Bahasa Inggris adalah hal yang sulit. Siswa mengalami kesulitan dalam merangkai gagasan, menyusun langkah – langkah retorika, menggunakan tata bahasa, dan kosakata yang benar. Sebuah strategi diperlukan untuk mengatasi kesulitan siswa dalam menulis Bahasa Inggris. Genre – Based Approach menyajikan langkah – langkah dalam menulis. Strategi ini memandu siswa untuk mengarang sebuah karangan.

Studi ini dilaksanakan untuk merancang materi pembelajaran *writing* menggunakan *Genre – Based Approach* untuk siswa kelas XI SMA N 1 Depok. Studi ini mengemukakan dua pertanyaan, 1) Bagaimana materi pembelajaran *writing* berdasarkan *Genre – Based Approach* untuk siswa kelas XI SMA N 1 Depok dirancang? dan 2) Bagaimanakah bentuk materi materi pembelajaran *writing* berdasarkan *Genre – Based Approach* untuk siswa kelas XI SMA N 1 Depok?

Dalam menjawab pertanyaan pertama, studi ini mengadaptasi model perancangan dari Kemp dan Yalden dan juga menerapkan metode R & D (metode penelitian dan pengembangan). Ada lima tahap dalam studi ini. Tahap –tahap tersebut adalah: (1) Penelitian dan Pengumpulan Informasi. Survei kebutuhan dilakukan untuk mengumpulkan informasi mengenai kemampuan, minat, dan kesulitan siswa. (2) Perencanaan. Tahap ini ditujukan untuk menentukan tujuan, khusus, topik, tujuan umum, dan tujuan belajar. (3) Pengembangan Bentuk Awal Produk. Dalam tahap ini, isi materi, kegiatan pembelajaran, dan sumber – sumbernya ditentukan. (4) Pengujian Awal di Lapangan. Evaluasi dilaksanakan untuk mendapatkan komentar, penilaian, dan masukan berkaitan dengan materi yang dirancang. (5) Perbaikan Produk Utama. Data evaluasi digunakan sebagai dasar untuk memperbaiki produk utama. Hasil perhitungan menunjukkan bahwa rata – rata pernyataan setuju terhadap materi yang dirancang adalah 88,75%. Dengan demikian, dapat disimpulkan bahwa materi ini dapat diterima dan digunakan di sekolah.

Dalam menjawab pertanyaan kedua, studi ini menyajikan hasil akhir dari materi. Materi terdiri dari delapan unit. Setiap unit terbagi atas lima bagian yaitu, (1) *Building the Context*, (2) *Modelling and Deconstructing the Text*, (3) *Joint Construction of the Text*, (4) *Independent Construction of the Text*, dan (5) *Linking Related Text*.

Materi ini diharapkan dapat diterapkan di sekolah untuk meningkatkan kemampuan siswa dalam menulis dan dapat mendorong peneliti lain untuk mengadakan penelitian lebih lanjut tentang aspek lain dalam studi ini.

Kata kunci: merancang, menulis, materi, *genre – based approach*