

## **Developing Writing Materials by Using Genre-Based Approach for the First Semester of the Tenth Grade Students at SMA Piri 1 Yogyakarta**

**Rochana Fitri Alyani  
Siti Mahripah, S.Pd, M.App.Ling**

**Abstract:** The objectives of this study were to identify the needs of the tenth grade students of SMA PIRI 1 Yogyakarta for the suitable writing materials through the Genre-Based approach and to develop the English writing materials which are suitable with the Genre-Based approach for them. This study was a Research and Development (R&D) study. The subjects consisted of 14 male and 9 female students. This study adapted the R&D model proposed by Borg and Gall (1983) and Masuhara in Tomlinson (1998). The steps of this study were conducting needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials, and writing the final draft of the materials. There were two types of questionnaires to collect data. The first was needs analysis questionnaire to gather information about students' needs and interest. The second was expert judgment questionnaire to obtain the data about the appropriateness of the materials. The data of both questionnaires were analyzed quantitatively through descriptive statistics. In addition, there were also qualitative data obtained from the expert in the form of comments and suggestions for the improvement of the materials draft. Based on the results of the needs analysis, the students believed that learning English and having good ability in it was very important. Then, they claimed that their writing ability was intermediate. They also stated that they sometimes wrote in English. Moreover, they wanted some aspects to be included in the materials such as information about grammar, lists of vocabularies, and explanations about genre. In addition, they stated that they found difficulties in choosing vocabularies while learning writing. Considering the students' learning needs, they preferred to have articles from the internet as the input. Then, they also preferred to have topics related to daily life. For activities, they would like to do grammar tests, identify and translate new vocabularies from texts, organize jumbled words into a sentence. The students stated that they preferred to have discussions while learning and do the tasks individually. This study developed three units of materials. Each unit consisted of five parts namely "Let's Start", "Let's Move", "Finding Out", "Let's Create", summary and reflection. According to the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4, was 3.32 which was in the range of  $3.25 \leq x \leq 4$  and could be categorized as "Very Good".

Key words: development, genre-based, writing skill

=====

## **Introduction**

As an international language, English is used in all aspects of human life. Its main function is being a system of communication for people around the world. It is because every country has its own language. Thus, English is needed as a universal language. That is why English becomes one of compulsory subjects which is taught in Indonesia from junior high school.

Based on the Standard of Competence and the Basic Competencies of Curriculum 2006, senior high school students have to be able to comprehend all of language skills. There are four language skills, namely writing, reading, speaking and listening. Writing is one of those skills which is very important in daily life. However, writing is not simply transferring thought to a written form. It needs appropriate vocabularies, grammars, coherence, and organization. As it is stated by White in Nunan (1989: 36) writing is not a natural activity because people have to be taught how to write.

In senior high school where the research conducted (SMA PIRI I), writing is also taught by teachers. However, there were still a lot of students who were not able to write appropriately. Some problems arose when students are asked to write. The first problem was the lack of students' ability in choosing the right vocabularies while writing. Besides, text books which used by teachers were not interesting and appropriate for the students' needs. Then, the teachers still found some difficulties in making their own teaching materials because of some factors. Knowing those problems, designing innovative supplementary materials could be chosen as the solution. Applying Genre-Based Approach could be the solution for improving students' skills. This approach gave some examples of texts from different genres. Based on the explanations above, developing learning materials would help both students and teachers in the teaching and learning process.

## **Research Method**

This research was classified as Research and Development (R&D) since the goal and result of the research was to develop a product (i.e. a set of materials) that could be used in the English teaching and learning process. The research was conducted at SMA PIRI 1 Yogyakarta. It is located at Jalan Kemuning 14 Yogyakarta. The research subjects were the tenth grade students of SMA PIRI 1 Yogyakarta. It consisted of 14 male and 9 female students. The students' ages were around 14 to 17 years old.

In this research, the materials development model used was the combination of the model proposed by Borg and Gall (1983: 775) and Masuhara in Tomlinson (1998). According to those models, materials development steps are modified and simplified as follows: (1) conducting the needs analysis, (2) developing the course grid, (3) developing the first draft of the materials, (4) evaluating the materials by the experts, (5) writing the final draft of the materials.

The data of this research were collected through two sets of questionnaires. In collecting the data, it was done in two separated times. The first questionnaire was also known as the needs analysis. It was designed to gain information about students' profile, needs, and interests in learning English. The second questionnaire was given to experts. Its purpose was to evaluate whether the designed materials were appropriate or not. After conducting need analysis, the data were analyzed through calculating the percentage of each answer on the questionnaire by using frequency and percentage. Likert-Scale was used to measure the data from the second questionnaire. The data from this questionnaire were calculated by using the formula proposed by Suharto (2006, 52-53).

### **Findings and Discussions**

In terms of target needs, the students believed that learning English and having good ability in it was very important. It could be said that they had great enthusiasm in learning English. Then, they claimed that their writing ability was intermediate. It meant that their ability needed to be improved. They also stated that they sometimes wrote in English. It meant that they did not have a lot of practices in writing. Moreover, they wanted some aspects to be included in the materials such as information about grammar, lists of vocabularies, and explanations about genre. By knowing that, those aspects could be included in the materials as long as they in accordance with the standard competences and basic competences in KTSP 2006. In addition, they stated that they found difficulties in choosing vocabularies while learning writing. Thus, vocabulary exercises were needed in the developed materials.

In terms of learning needs, they stated that the teacher gave incomplete texts as the input. They preferred to have articles from the Internet as the input. It meant that articles would be more interesting for the students. They stated that the teacher asked them to write 100-200 words. Then, they also wanted to write 100-200 words when learning. Besides, they stated that the teacher usually gave them topics about education. However, they preferred to have topics related to daily life. It could be said that the topics which were given by the teacher were not interesting. Thus, the topics needed to be changed in order to make interesting teaching and learning.

For activities in learning grammar, they preferred to do grammar tests. Besides, they stated that they wanted to increase their vocabularies by identifying and translating new vocabularies from texts. They also claimed that learning activities was better done by having discussions. They preferred to organize jumbled words into a sentence in learning writing. In addition, the students stated that they preferred to do tasks individually like what had been done by the teacher.

The next step in designing materials was designing the course grid. The course grid was used as the guideline in developing materials. There were three aspects that needed to be considered while designing the course grid. Those were standard of competence, basic competence, and the results of the needs analysis. In addition, the course grid consisted of topic, indicators, input, grammar and vocabularies, media, and activities. The next step was developing the

materials. Genre-Based was used as the approach in developing the materials which consisted of BKOF, MOT, JCOT, and ICOT. The first part was BKOF. It entitled *Let's Start*. The second part of the materials entitled *Let's Move*. In this part, some examples of texts were given and followed by some questions to comprehend the texts. The third part was *Finding Out* which was in the stage of JCOT. The fourth part was in the stage of ICOT which entitled *Let's Create*.

The next step was designing the first draft of the materials. Unit 1 entitled *Vacation*. The topic of this unit was about having vacation. Unit 2 entitled *Story*. The topic of this unit was about imaginative stories. Unit 3 entitled *Let's Cook*. The topic of this unit was about cooking. As the first draft of the materials had been designed, the next step was expert judgment. The mean score based on the materials evaluation in the aspects of content, language, presentation, and graphic was 3.32 which belonged to the "Very Good" category.

## **Conclusions and Suggestions**

In terms of target needs, the students believed that learning English and having good ability in it was very important. However, they claimed that their writing ability was intermediate. They also stated that they sometimes wrote in English. Moreover, they wanted some materials that should be included in the materials such as information grammar, lists of vocabularies, and explanations about genre. In addition, they stated that they found difficulties in choosing vocabularies while learning writing.

In terms of learning needs, they preferred to have articles from the Internet as the input. They stated that the teacher asked them to write 100-200 words. It was in line with their want i.e. they wanted to write 100-200 words when learning. Besides, they stated that the teacher usually gave them topics about education. However, they preferred to have topics related to daily life. For activities in learning grammar, they preferred to do grammar tests. Then, they stated that they wanted to increase their vocabularies by identifying and translating new vocabularies from texts. They also claimed that learning activities were better done by having discussions. They preferred to organize jumbled words into a sentence in learning writing. In addition, the students stated that they preferred to do tasks individually like what had done by the teacher.

From the evaluation of the materials, it could be concluded that the developed materials were appropriate to be implemented as the English supplementary writing materials for the tenth grade students of senior high schools. The mean score based on the materials evaluation in the aspects of content, language, presentation, and graphic was 3.32 which belonged to the "Very Good" category.

## **Suggestions**

- a. For the English teachers of grade X in senior high school

The English teachers are suggested to use materials that meet the students' needs. That is why conducting the needs analysis before the teaching and learning process is need to be done. It is expected that by using the developed

materials, the tenth grade teachers can teach students appropriately to support the teaching-learning process to make the students more interested in learning writing.

b. For other researchers

It is expected that the other researchers who have the same interest in this field could make more interesting materials. They should provide some activities that make the students more interested in learning writing. Then, the students will have a lot of practices in writing. The results of this research can also be used as the reference in conducting the same research.

c. For material developers

Material developers are suggested to be more creative in designing the materials. The materials should provide appropriate tasks that meet students' needs and consider the theories in teaching and learning process. Then the materials will be both educating and interesting.

## References

- Borg, W.R. and Gall, M.G. 1983. *Educational Research: An Introduction*. ( 4<sup>th</sup> Edition). New York: Longman Inc
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. CambridgeCambridge University Press
- Suharto, G. 2006. *Pengukuran Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: P3B UNY.
- Tomlinson, B. 1998. *Reading in a Second Language: Process, Product, and Practice*. London and New York: Longman.