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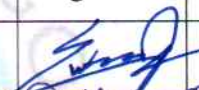

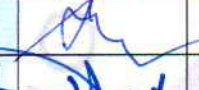






The Development of Genre-Based Approach Integrated with Information and Communication Technology in Teaching Writing

DISSERTATION

Written by

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This is to certify that this dissertation has been approved and accepted by
The board of examiners on December 31, 2021

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APPROVAL SHEET

**The Development of Genre-Based Approach Integrated with Information
and Communication Technology in Teaching Writing**

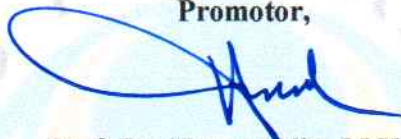
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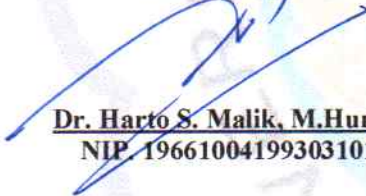
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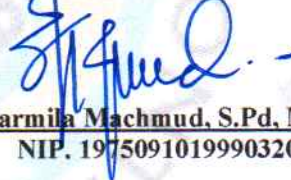
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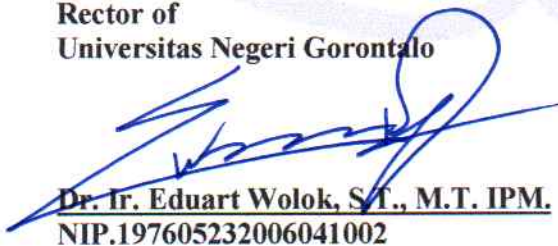


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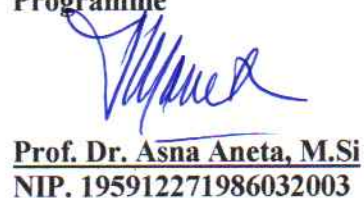
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ABSTRACT

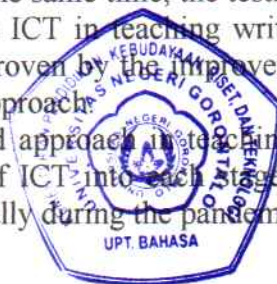
This dissertation discusses the development of a genre-based approach integrated with technology in teaching essay writing. The research aims to design the development of a syllabus, lesson plan, and an implementation manual for the use of Genre-Based Approach integrated with information and communication technology (ICT) in teaching essay writing; as well as to determine whether Genre-Based Approach integrated with information and communication technology is effective to enhance students' learning outcomes in writing.

The theory of genre-based approach developed in this research was adopted from Jim Martin and John Swales (1990), which was later developed by Callaghan and Rothery (1993) in the form of teaching-learning cycle, involving: modeling (Stage one), Joint construction of a new text (Stage two), and Independent construction of a new text (Stage three). Based on initial research on needs analysis and several previous studies, it was noticeable that although this theory is prevalent, it has several weaknesses, which the researchers then tried to develop into a new approach.

The research method employed in this dissertation is Research and Development (R&D) model proposed by Borg & Gall with seven main phases: need analysis, planning, development, product trial, expert validation, final product revision, and dissemination. In this research, a test was also conducted to determine whether the product developed effectively enhances students' learning outcomes.

This research generated a new genre-based approach in teaching writing that was integrated with technology and the syllabus and lesson plan design. Additionally, this research generated a manual for learning implementation equipped with learning materials and assessment rubrics. At the same time, the testing result denoted that the genre-based approach integrated with ICT in teaching writing effectively enhanced students' learning outcomes. It was proven by the improvement of students' writing after the implementation of the new approach.

In conclusion, the genre-based approach in teaching essay writing becomes more effective with the integration of ICT into each stage. This finding can be an alternative in teaching writing, especially during the pandemic.



ABSTRAK

Disertasi ini membahas tentang pengembangan pendekatan berbasis genre yang digunakan dalam pembelajaran *essay writing* diintegrasikan dengan pemanfaatan teknologi. Penelitian ini bertujuan untuk merancang pengembangan silabus, rencana pembelajaran, panduan implementasi penggunaan *Genre Based Approach* yang terintegrasi dengan ICT dalam pembelajaran *essay writing*; dan terakhir untuk mengetahui apakah *Genre Based Approach* yang terintegrasi dengan ICT efektif untuk meningkatkan hasil belajar mahasiswa dalam pembelajaran *writing*.

Teori tentang pendekatan berbasis genre yang dikembangkan dalam penelitian ini berasal dari Jim Martin dan John Swales (1990) yang kemudian oleh Callaghan dan Rothery (1993) dibuat dalam bentuk *teaching learning cycle*, meliputi *modeling (stage one)*, *Joint construction of a new text (Stage two)* dan *Independent construction of a new text (Stage three)*. Berdasarkan penelitian awal tentang analisis kebutuhan dan beberapa penelitian sebelumnya, meskipun teori ini sangat populer, tetapi memiliki beberapa kelemahan yang kemudian oleh peneliti coba dikembangkan menjadi sebuah pendekatan dengan wajah baru.

Metode penelitian yang digunakan dalam disertasi ini adalah *Research and Development (R&D)* Borg & Gall dengan beberapa langkah utama antara lain yaitu: *need analysis*, perencanaan, pengembangan, Uji coba produk, validasi ahli, revisi produk akhir, dan diseminasi. Dalam penelitian ini, dilakukan pula *test* untuk mengetahui apakah produk yang dikembangkan ini efektif dalam meningkatkan hasil belajar mahasiswa.

Penelitian ini menghasilkan sebuah tahapan *genre based approach* baru dalam pembelajaran *writing* yang terintegrasi dengan teknologi, dan desain silabus serta rencana pembelajarannya. Penelitian ini juga menghasilkan panduan pelaksanaan pembelajaran dilengkapi dengan materi dan rubrik penilaian. Hasil test yang dilakukan dalam penelitian ini menunjukkan bahwa Pendekatan *genre based approach* dengan integrasi ICT dalam pembelajaran *writing* efektif dilihat dari adanya peningkatan hasil tulisan siswa setelah penerapan pendekatan yang baru.

Dari hasil penelitian ini dapat disimpulkan bahwa pendekatan *genre based* dalam pembelajaran *essay writing* menjadi lebih efektif dengan adanya integrasi ICT kedalam setiap tahapannya. Hasil penelitian ini dapat menjadi sebuah alternatif dalam pembelajaran *writing*, terutama dimasa pandemi sekarang ini.