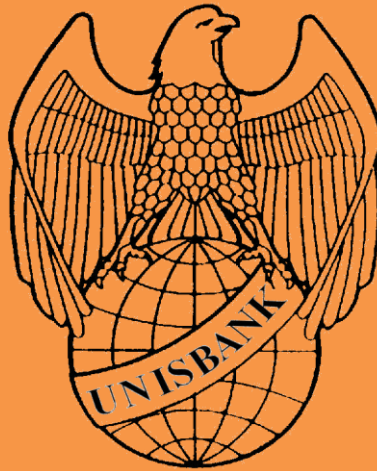


Kode>Nama Rumpun Ilmu: 531 / SASTRA DAN BAHASA INGGRIS

LAPORAN KEMAJUAN HIBAH BERSAING



**PEMBUATAN SISTEM APLIKASI WEB MOBILE DAN
JEJARING SOSIAL UNTUK MENINGKATKAN
KETRAMPILAN MENULIS BERBAGAI GENRE DALAM
BAHASA INGGRIS DI PERGURUAN TINGGI**

TIM PENGUSUL

SUGENG PURWANTO, Dr, MA,	0619015901
KATHARINA RUSTIPA, Dr., DRA, M.PD	0628086301
ERI ZULIARSO, Drs., M. Kom	0623116801

UNIVERSITAS STIKUBANK SEMARANG

JUNI, 2014

HALAMAN PENGESAHAN

Judul Kegiatan : PEMBUATAN SISTEM APLIKASI WEB MOBILE DAN JEJARING SOSIAL UNTUK MENINGKATKAN KETRAMPILAN MENULIS BERBAGAI GENRE DALAM BAHASA INGGRIS DI PERGURUAN TINGGI

Peneliti / Pelaksana

Nama Lengkap : SUGENG PURWANTO
NIDN : 0619015901
Jabatan Fungsional :
Program Studi : Sastra Inggris
Nomor HP : 08122895927
Surel (e-mail) : drpsugeng@Yahoo.com

Anggota Peneliti (1)

Nama Lengkap : Dr. Dra KATHARINA RUSTIPA M.Pd.
NIDN : 0628086301
Perguruan Tinggi : Universitas Stikubank

Anggota Peneliti (2)

Nama Lengkap : Drs ERI ZULIARSO M.Kom
NIDN : 0623116801
Perguruan Tinggi : Universitas Stikubank

Institusi Mitra (jika ada)

Nama Institusi Mitra :
Alamat :
Penanggung Jawab :

Tahun Pelaksanaan : Tahun ke 1 dari rencana 2 tahun

Biaya Tahun Berjalan : Rp. 52.500.000,00

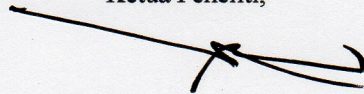
Biaya Keseluruhan : Rp. 130.050.000,00

Mengetahui
Kepala LPPM Unisbank



(Dr. Endang Tjahjanningsih, SE, M.Kom)
NIP/NIK Y. 2091.10.065

Semarang, 28 - 6 - 2015,
Ketua Peneliti,



(SUGENG PURWANTO)
NIP/NIKYU.2.01.10.037

RINGKASAN

Salah satu ketrampilan bahasa yang paling sulit dikembangkan adalah ketrampilan menulis, bukan dalam arti menulis huruf-huruf latin, namun menulis esei sebagai sarana menuangkan atau mengekspresikan gagasan. Apalagi dalam bahasa asing, misalnya Bahasa Inggris, dalam bahasa sendiri saja banyak yang tidak menguasai ketrampilan tersebut. Penelitian ini bertujuan untuk memberikan media alternatif bagi pengembangan ketrampilan menulis berbahasa Inggris berbagai *genre* di perguruan tinggi atau yang disebut *academic writing*.

Dengan memanfaatkan kenyataan bahwa semua mahasiswa memiliki *Hand phone / Mobile phone*, maka kami mengembangkan system aplikasi pembelajaran *mobile*, artinya memanfaatkan teknologi *mobile-phone* untuk pembelajaran disamping fungsi utamanya untuk menelpon, SMS, BBM, dan jelajah internet. Oleh karena itu kami sebut dengan istilah *mobile-learning* yang juga bermakna bahwa mahasiswa tidak harus bertatap muka dengan dosen dalam melakukan proses pembelajaran.

Dalam Laporan Kemajuan Tahun 1 Penelitian Hibah Bersaing ini, akan dilaporkan kemajuan yang telah dicapai (70%) yang meliputi (1) modul pembelajaran yang telah selesai ditulis, (2) system aplikasi yang telah dibangun, (3) materi modul yang telah diekspor ke system aplikasi, serta (4) presentasi makalah pada Seminar Internasional *Call for Paper* yang kemudian dimuat dalam *Proceeding*.

Dari 13 (tiga belas) *genre* teks, kami sudah menyelesaikan 8 (delapan) *genre* dan materi sudah di-ekspor ke sistem aplikasi yang sudah kami bangun (kembangkan). Hasil sementara sudah kami evaluasi dan ternyata ada beberapa butir-butir yang perlu direvisi, misalnya, sampel teks yang terlalu panjang untuk ukuran layar *gadget* dan respons system yang diras masih lambat. Semua permasalahan yang timbul saat uji coba sudah kami revisi dan saat ini produk (luaran) telah siap dipresentasikan.

Pada dasarnya system aplikasi yang dibangun terdiri atas 3 bagian yaitu bagian *data-base*, manajemen *learning system* dan bagian layanan untuk pengguna. Data-base berisi materi pembelajaran yang terdiri atas fitur kebahasaan berbagai *genre*, sampel teks, dan latihan. Bagian kedua terdiri seperangkat program aplikasi ke dalam mana, modul materi pembelajaran di ekspor (diintegrasikan) sehingga siap dipergunakan oleh mahasiswa sebagai user. User tinggal menentukan pilihan *genre* mana yang mau dipelajari, kemudian dengan mudah mengakses 3 tahap pembelajaran menulis (1) *building knowledge of the field*, (2) *modeling*, (3) *joint construction of text* dan (4) *independent construction of text*.

Presentasi makalah akan kami lakukan pada Seminar Internasional yang diselenggarakan oleh Universitas Sanata Dharma, Yogyakarta dengan nama LLTC (Language and Language Teaching Conference) yang akan diselenggarakan pada tanggal 25-26 September 2015. Makalah menampilkan evaluasi kritis terhadap system aplikasi dan respons pengguna terhadap system aplikasi tersebut.

Kata Kunci: *mobile-learning*, modul pembelajaran, system aplikasi, evaluasi kritis

PRAKATA

Berkat Tuhan Yang Mahaesa, peneliti berhasil menyelesaikan 70% penelitian hibah bersaing tahun 1 dengan baik dan relatif lancar. Dalam proses penelitian, kami para peneliti mendapat bantuan baik langsung maupun tidak langsung dari berbagai pihak. Oleh karena itu kami mengucapkan terima kasih dan penghargaan setinggi-tingginya kepada:

1. Direktorat Penelitian dan Pengabdian Masyarakat Dirjen DIKTI yang telah memberikan dukungan finansial pada penelitian ini.
2. Dr. H. Hasan Abdul Rozak, SH., CN., MM selaku Rektor Universitas Stikubank (UNISBANK) Semarang.
3. Dr. Sugeng Purwanto, MA selaku Dekan Fakultas Bahasa dan Ilmu Budaya (FBIB), Universitas Stikubank (UNISBANK) Semarang.
4. Dr. Endang Tjahjaningsih, SE., M.Kom, selaku Ketua Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Universitas Stikubank (UNISBANK) Semarang.
5. Semua pihak yang sudah membantu demi kelancaran penelitian ini.

Tim peneliti berharap ada masukan dari berbagai pihak untuk kemungkinan perbaikan pada masa penuntasan penelitian mengingat pelaporan ini adalah pelaporan kegiatan penelitian yang baru berjalan 70%. Untuk itu kami sampaikan terima kasih .

Semarang, 25 Juni 2015

Tim Peneliti

DAFTAR ISI

I	PENDAHULUAN	
1.1	Latar belakang	1
II	TINAJUAN PUSTAKA	
2.1	State of the Arts	3
2.2	Online Learning	4
2.3	Berbagai Genre dalam Teks	5
2.4	Pengembangan Berikutnya	7
2.5	Siklus Pembelajaran	7
2.6	Prinsip Dasar berbagai Genre Teks	8
2.7	Konstruksi Desain System	10
III	TUJUAN DAN MANFAAT PENELITIAN	
3.1	Tujuan Penelitian	12
3.2	Manfaat Penelitian	13
IV	Metodologi Penelitian	
4.1	Langkah-langkah penelitian	14
V	HASIL DAN PEMBAHASAN	
5.1	Modul Pembelajaran	16
5.2	Tampilan	35
VI	RENCANA TAHAPAN BERIKUTNYA	
VII	SIMPULAN DAN SARAN	
7.1	Simpulan	40
7.2	Saran	40
	DAFTAR PUSTAKA	41
	LAMPIRAN 1	
1.1	Biodata Ketua Peneliti	43
1.2	Biodata Anggota 1	47
1.3	Biodata Anggota 2	52
	LAMPIRAN 2: BUKTI SUBMIT ARTIKEL	54

DAFTAR GAMBAR

2.1	Penelitian yang Sudah Dikerjakan dan Rencana Pengembangan	3
2.2	Learning System	5
2.3	Arsitektur system Mobile Learning	11
5.1	Tampilan Awal Gnere (Contoh)	35
5.2	Tampilan Definisi	36
5.3	Tampilan Sampel Essay	36
5.4	Tampilan Pertanyaan	37
5.5	Tampilan Kunci Jawaban	37

BAB I

PENDAHULUAN

1.1 Latar Belakang

Penggunaan bahasa Inggris dalam berkomunikasi antar negara merupakan konsekwensi logis bahasa Inggris sebagai bahasa Internasional. Sehingga, agar dapat bertahan hidup di era global pada semua jenis profesi, kita menjadi tertantang untuk mempelajari bahasa Inggris lebih serius lagi, mengingat era perdagangan bebas sudah di depan mata

Saat ini tercatat sekitar 5% dari jumlah penduduk Indonesia atau sekitar 12 juta penduduk Indonesia merupakan pengguna bahasa Inggris. Namun, Indonesia termasuk dalam peringkat ke-34 dari 44 negara di dunia dalam negara bukan pengguna asli bahasa Inggris. Indonesia mendapatkan nilai sebesar 44,78 poin dan tingkat kemahiran sangat rendah (AntaraNews.com., 2011). Padahal menurut *EF English Proficiency Index* (2011) mencatat bahwa hubungan antara kemahiran bahasa Inggris berpengaruh pada pendapatan per kapita masyarakat. Karena dengan negara yang berkemampuan bahasa Inggris tinggi memiliki pendapatan per kapita yang tinggi pula.

Dari butir di atas, sudah semestinya dilakukan berbagai usaha untuk meningkatkan kesadaran masyarakat tentang pentingnya penguasaan ketrampilan bahasa Inggris, yang meliputi *Listening, Speaking, Reading, dan Writing*.

Dari ke empat ketrampilan tersebut, *Writing* (menulis) adalah ketrampilan yang paling kompleks sehingga dalam tata urutan pemulisannya selalu terletak di jajaran paling belakang. Hal ini memberikan isyarat bahwa seseorang tidak mungkin bisa menulis apabila dia tidak dapat membaca. Demikian juga ketrampilan membaca mengisyaratkan bahwa seseorang tidak akan pernah bisa membaca apabila dia tidak bisa berbicara. Tentu saja ketrampilan berbicara dapat terbentuk apabila yang bersangkutan dapat mendengar (*listening*).

Mengingat fakta di atas, maka penelitian ini berfokus pada ketrampilan menulis agar dapat membantu mahasiswa dalam mengembangkan ketrampilan menulis yang sesungguhnya seseorang tanpa latihan yang serius tidak akan pernah bisa memiliki ketrampilan menulis meskipun dalam Bahasa Ibu sendiri.

Tentu saja, selain dengan mengikuti kursus bahasa Inggris pada lembaga-lembaga tertentu, dan menempuh mata kuliah Bahasa Inggris, juga diperlukan pula latihan khusus untuk menunjang pembelajaran bahasa Inggris, khususnya ketrampilan menulis.

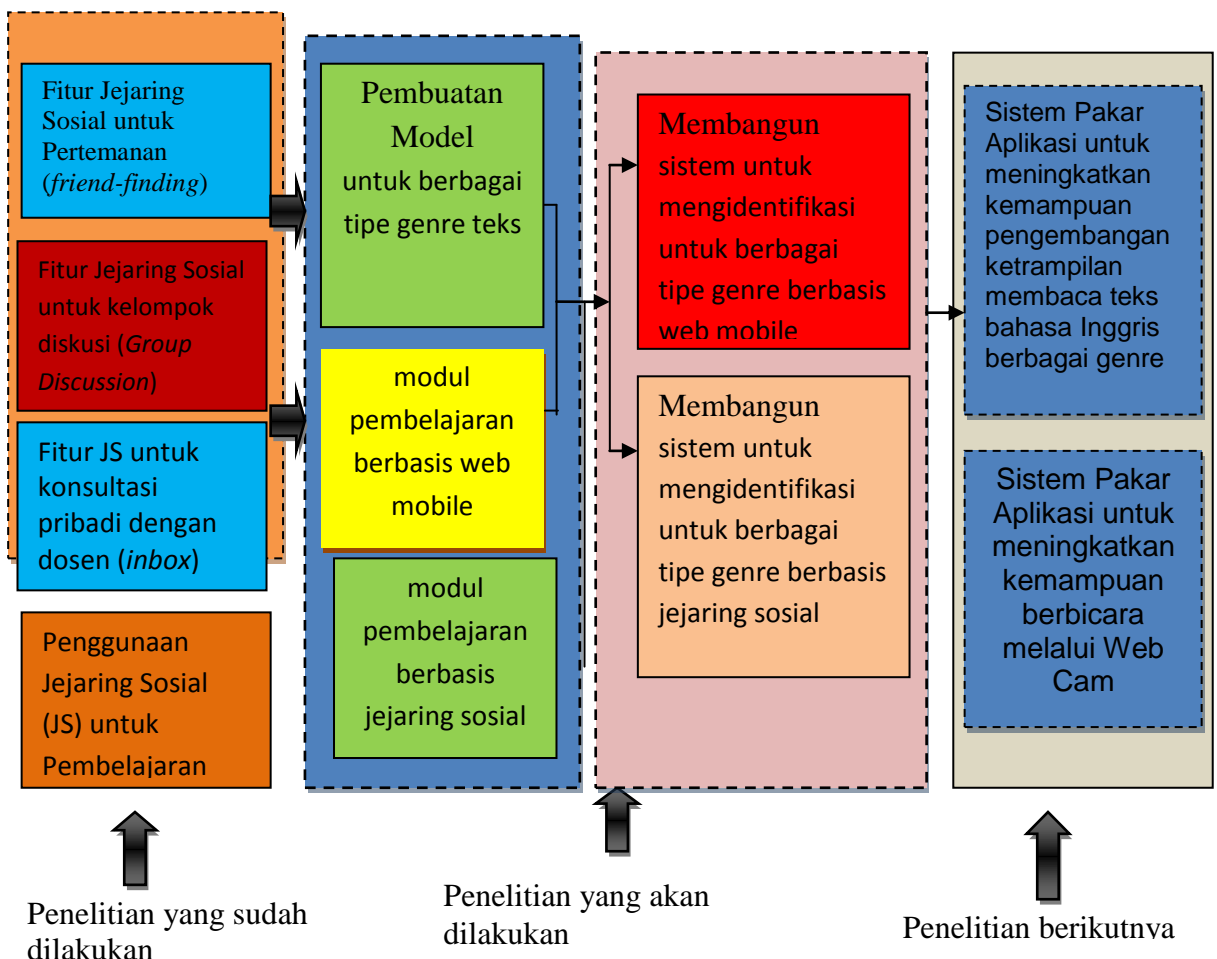
Peneliti tertarik untuk memberdayakan Jejaring Sosial (JS) atau *Social Network* yang dapat diakses melalui *PC / laptop / notebook* dan atau *smartphone* untuk kepentingan pembelajaran Bahasa Inggris khusus untuk mengembangkan ketrampilan menulis. Semua piranti tersebut telah banyak dimiliki oleh para mahasiswa, apalagi *smartphone* atau *mobile phone* yang telah disinyalir bahwa penjualan *smartphone* oleh *vendor* di dunia pada kuartir pertama tahun 2010 dengan peningkatan sebanyak 67,6% dibanding tiga kuartir pertama pada tahun 2009 yaitu dari 119,6 juta unit ke angka 200,6 juta unit (International Data Corporation, 2010). Dengan kata lain akses terhadap JS semakin mudah.

Hasil survei (Purwanto, 2013) menunjukkan bahwa semua subyek survei (100%) pernah menggunakan semua fitur yang ditawarkan dalam JS. Namun sayangnya, 87% subyek menggunakan JS hanya menggunakan dalam ranah pertemanan biasa dan hanya 23% menggunakannya untuk tujuan akademis sebagai mahasiswa dalam bentuk konsultasi dengan dosen (12%), mengakses *links* ke web pendidikan (5%), diskusi perkuliahan antar teman (6%). Hal ini menjadi keprihatinan peneliti yang juga dosen mereka. Oleh karena itu perlu dikembangkan system pembelajaran menggunakan piranti *mobile-phone* sehingga handphone tidak hanya digunakan untuk SMS, telpon, atau jelajah internet. Dengan demikian, handphone dapat juga digunakan untuk mengakses modul pembelajaran lengkap untuk mengembangkan ketrampilan menulis Bahasa Inggris berbagai *genre*

BAB II TINJAUAN PUSTAKA

2.1 State Of The Art

Penggunaan jejaring sosial misalnya Facebook dan Tweeter sudah tidak asing lagi bagi mahasiswa baik sekedar (1) pertemanan (2) membuat kelompok belajar tertentu (*grouping*), maupun (3) ajang konsultasi dengan dosen pembimbing melalui fasilitas inbox di mana mahasiswa dengan mudah mengunggah dan mengunduh *file* baik berupa tugas-tugas terstruktur maupun skripsi (Purwanto 2013).



Gambar 2.1 Penelitian Yang Sudah dikerjakan dan Rencana Pengembangan

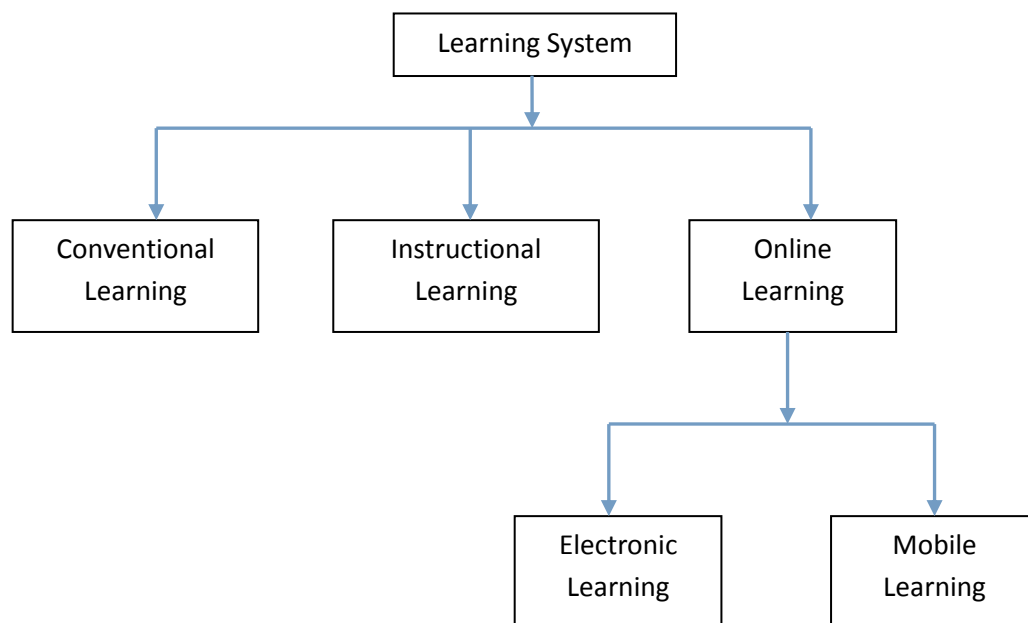
Terlihat secara garis besar pada Gb.2.1, Facebook memiliki fitur-fitur yang dapat digolongkan menjadi tiga kelompok, yakni fitur untuk jejaring pertemanan (*friend-finding*), fitur jejaring social untuk kelompok diskusi (*Group Discussion*), dan fitur untuk obrolan / konsultasi pribadi dengan dosen (*Inbox*). Semua fitur tersebut dapat dimanfaatkan dalam proses pembelajaran. Rahayu (2014) meneliti penggunaan *Facebook's group discussion* dalam pembelajaran strategi membaca (*reading strategies*).

2.2 Online Learning

Di sisi lain menyangkut keberadaan Facebook sebagai media membangun jejaring social, sangat disayangkan apabila hal tersebut hanya dipakai sebatas pertemanan, yang kadang-kadang hanya berisi obrolan non akademis, atau pemanfaatan fitur jejaring sosial lainnya (*grouping, chatting*). Apabila hal ini dibiarkan dalam arti tidak ada usaha-usaha untuk mengembangkan Facebook untuk tujuan pembelajaran, dikhawatirkan akan terjadi pemborosan waktu dan tenaga pada mahasiswa yang terajur menyukai Facebook, namun kegiatannya *per-facebook-kan* tidak berifat akademis yang menunjang atau mendukung perkuliahan.

Oleh karena itu, untuk mengantisipasi permasalahan di atas, peneliti akan membangun sistem yang dirancang memiliki basis data struktur generic dan ciri kebahasaan teks tertulis bahasa Inggris berbagai genre; sangat mudah dan cepat diakses; tampilannya menarik, dengan metode penelusuran yang *user friendly* bagi mahasiswa yang ingin meningkatkan kemampuan menulis. Dengan demikian, mahasiswa dapat memanfaatkan Facebook sebagai sarana pembelajaran *online*.

Seperti sudah banyak diketahui bahwa *Online learning* sebenarnya dapat digolongkan menjadi *electronic learning* dan *mobile-learning* seperti yang digambarkan dalam *Learning System* sebagai berikut: (Alonso dan Morman dalam Singh dan Zaitun 2006)



Gambar 2.2 Learning System (Adapted)

Menurut diagram di atas, dapat disimpulkan bahwa *Online Learning* yang terdiri atas *Electronic Learning* dan *Mobile Learning* itu termasuk dalam jajaran jenis pembelajaran lainnya yaitu *Conventional Learning* dan *Instructional Learning* yang sama-sama berada dalam satu wadah yang disebut *Learning System*. Dengan demikian upaya peneliti dalam mengembangkan *mobile learning* sebagai salah satu model alternative pembelajaran Bahasa Inggris untuk mengembangkan ketrampilan menulis tersebut tidak bertentangan dengan system pembelajaran yang ada.

2.3 Berbagai Genre dalam Teks

Secara teoritis (<http://riansihed.blogspot.com/2012/09/jenis-jenis-teks-dalam-bahasa-inggris.html>), ada 13 (tiga belas) genre teks tetulis bahasa Inggris, yakni *narrative*, *recount*, *descriptive*, *report*, *explanation*, *analytical exposition*, *hortatory exposition*, *procedure*, *discussion*, *review*, *anecdote*, *spoof* dan *news items*. Masing-masing *genre* memiliki struktur generik dan ciri kebahasaan sendiri-sendiri sehingga kadang-kadang hal ini menimbulkan permasalahan tersendiri bagi mahasiswa yang sedang belajar menulis dalam bahasa Inggris.

Struktur generik sering disebut dengan format penulisan, misalnya sebuah jurnal ilmiah biasanya menganut struktur generic / format sebagai berikut:

- (1) Judul diikuti penulis, afiliasi dan alamat surel/ email
- (2) Abstrak (250-300 kata)
- (3) Pendahuluan, termasuk latar belakang dan permasalahan
- (4) Temuan dan Pembahasan
- (5) Simpulan dan Saran
- (6) Referensi

Adapun ciri kebahasaan (*linguistic features*) dalam Bahasa Inggris menyangkut penggunaan *tenses* sebagai menanda “kala” atau saat kejadian. Teks dengan genre *recount* tentunya akan didominasi oleh penggunaan *simple past tense* sedangkan *descriptive text* tentunya akan didominasi penggunaan *simple present tense*.

Dengan diramu dalam 4 (empat) siklus pembelajaran, yakni *building knowledge of the field*, *modeling of text*, *joint construction of text*, dan *independent construction of text*, yang dapat diakses melalui (<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/proflearn/pages/velswrite4.aspx>), pembelajaran menjadi lebih mengacu pada perkembangan kompetensi sesuai dengan semangat KBK (Kurikulum Berbasis Kompetensi)

Melalui sistem aplikasi yang akan dibangun dalam penelitian ini, mahasiswa akan dengan mudah memilih genre tertentu yang hendak dipelajari melalui jejaring sosial yang dapat diakses dengan mobile phone (SmartPhone, iPad, dll). Setelah memilih *genre* tertentu untuk dipelajari, mahasiswa akan dibimbing melalui 4 siklus pembelajaran. Pada tahap *building knowledge of the field*, mahasiswa akan mendapatkan pengetahuan tentang struktur generik genre tertentu sesuai pilihan beserta ciri kebahasaan, untuk selanjutnya meningkat pada *modeling of text* di mana mahasiswa akan diekspos pada model (style) teks sesuai dengan genre pilihan.

Berbekal identifikasi struktur generik dan ciri kebahasaan, mahasiswa bisa mulai belajar membuat teks serupa melalui tahapan *joint construction of text* yakni

semacam kegiatan menulis terbimbing. Baru setelah tahap ini dirasa sudah dikuasai, mahasiswa bisa berlatih membuat teks secara mandiri dalam tahap *independent construction of text*. Evaluasi terhadap latihan ini dapat dilakukan dengan *menu check grammar and style*.

2.4 Pengembangan Berikutnya

Untuk penelitian berikutnya, dapat dikembangkan penelitian sejenis namun dengan target ketrampilan yang berbeda, yakni ketrampilan membaca dan masih menggunakan media yang sama yaitu jejaring sosial. Selain itu dapat juga dikembangkan ketrampilan berbicara dengan memanfaatkan fasilitas *Web Cam* dan *Recording*.

2.5 Siklus Pembelajaran

Seperti telah disebutkan di atas (2.3), terdapat 4 (empat) siklus pembelajaran menulis, yaitu (1) *building knowledge of the field*, (2) *modeling of text*, (3) *joint construction of text* dan (4) *independent construction of text*, di mana masing-masing siklus mempunyai langkah-langkah sendiri-sendiri.

Pada *building knowledge of the field* misalnya mahasiswa dikenalkan pada materi tentang apa yang mau ditulis (materi). Dosen dapat menggali informasi tentang pengetahuan yang dimiliki mahasiswa melalui *brain storming* hingga mahasiswa tahu betul apa yang hendak ditulis dan genre apa yang akan dipakai dalam menuangkan gagasan materi tersebut. Hal tersebut dapat dilakukan dosen saat pertemuan di kelas. Adapun *building knowledge of the field* yang ditampilkan dalam system aplikasi *web-mobile* ini adalah berupa dasar-dasar teoritis tentang bentuk-bentuk atau ciri karakteristik masing-masing *genre*, yang berupa format penulisan dan fitur bahasa (*language function*, *tenses* dan konstruksi sintaksis Bahasa Inggris).

Langkah berikutnya adalah memberi contoh genre, atau disebut *modeling of text*. Di sini dosen menampilkan contoh teks untuk bersama-sama mahasiswa belajar mengenali ciri-ciri teks tersebut. Dengan menggunakan system aplikasi *web-mobile*, tanpa kehadiran dosen, mahasiswa secara mandiri dapat mengakses sampel-sampel teks dengan genre tertentu melalui *mouse-click*. Hebatnya lagi,

mahasiswa dapat lebih banyak melakukan eksplorasi, sebab modul pembelajaran dengan system aplikasi *web-mobile* ini dilengkapi dengan fitur *link*, yang dapat terhubung dengan sumber-sumber belajar yang lain dengan teknik tautan ke *link-link* web pembelajaran (blog atau situs akademik lainnya).

Siklus ketiga adalah *joint construction of text* di mana secara bersama-sama dalam kelompok kecil, mahasiswa diminta membuat teks serupa namun dengan materi yang telah digali pada siklus pertama.

Seperti telah diuraikan sebelumnya bahwa system aplikasi web mobile ini dapat di tautkan (*linked*) dengan system aplikasi yang lain, untuk *joint construction of text*, system aplikasi web-mobile ini juga ditautkan dengan system aplikasi yang lain yang juga telah kami kembangkan untuk pembelajaran lebih lanjut yakni paktek *joint construction of text*. Dalam tahap ini mahasiswa akan berlatih secara mandiri namun berinteraksi dengan computer untuk membuat teks bersama-sama (*joint construction*) berupa latihan dalam bentuk *matching*, *sequencing*, dan *partial essay writing*. Setelah menyelesaikan tahap ini dan tentunya dengan skor yang dinyatakan “pass / lulus” mahasiswa yang bersangkutan dapat melanjutkan ke tahap berikutnya.

Perlu diketahui bahwa dalam proses pembelajaran dengan menggunakan system aplikasi web mobile yang kami kembangkan, apabila mahasiswa mendapat kesulitan misalnya selalu memperoleh skor rendah, mahasiswa yang bersangkutan dapat mengulang kembali proses pembelajaran, hanya dengan menekan tombol “BACK” atau “PREV”.

Terakhir adalah *independent construction of text* yang memberi kesempatan pada masing-masing mahasiswa agar membuat teks sendiri dan melakukan presentasi tentang teks yang telah ditulis.

2.6 Prinsip Dasar Berbagai Genre Teks

Dalam bahasa Inggris dikenal 13 (sepuluh) genre tertulis, yakni

1. *Narrative*,

Sebuah teks dikatakan *narrative* apabila berupa cerita yang di dalamnya ada semacam konflik (baik internal maupun ekseternal) yang diolah

sedemikian rupa sehingga mencapai titik temu untuk memecahkan konflik. Oleh karena itu normalnya teks narrative terdiri atas orientation-rising action-klimaks dan penutup yang bisa merupakan *happy* atau *sad ending*

2. *Recount,*

Teks *recount* adalah teks yang bercerita secara kronologis tentang suatu peristiwa di masa lampau. Hal ini bisa berbentuk catatan harian, diary atau aktivitas social lainnya.

3. *Descriptive,*

Teks dikatakan ber genre *descriptive* apabila teks tersebut bersifat memerikan (mendiskripsikan) sesuatu secara khusus, misalnya: Rumahku, My Bike, dll.

4. *Report,*

Teks report adalah teks yang ditulis berdasarkan observasi atau penelitian, karenanya sangat bercirikan ilmiah, dengan subyektivitas yang sangat minimal.

5. *Explanation,*

Teks ber genre *explanation* sering dipakai dalam menulis skripsi, mementingkan obyek dari pada subyek

6. *Analytical exposition,*

Teks dengan genre *analytical exposition* adalah berupa teks ilmiah yang berfungsi meyakinkan bahwa permasalahan yang dibahas itu penting. Teks semacam itu berisi argument untuk mendukung permasalahan.

7. *Hortatory exposition,*

Teks *hortatory exposition* sebenarnya hamper sama dengan *analytical exposition*. Perbedaanya adalah bahwa *hortatory exposition text* memberikan solusi / rekomendasi tentang apa yang dibicarakan.

8. *Procedure,*

Teks ber genre *procedure* apabila berisi perintah / anjuran / larangan, termasuk bagaimana cara melakukan agar tujuan tercapai melalui serangkaian aktivitas.

9. *discussion,*

Teks ber genre *discussion* membahas suatu permasalahan yang kontroversial dengan memberi sanggahan pro atau kon.

10. *review*,

Teks Review memberikan ulasan obyektif dan kadang evaluative namun tujuannya bersifat promosional, misalnya brosur produk.

11. *anecdote*,

Teks jenis ini menekankan pada aspek humor biasanya ada insiden

12. *Spoof*,

Teks *Spoof* hampir sama dengan *anecdote* tapi kelas *spoof* pasti ada *twist* nya

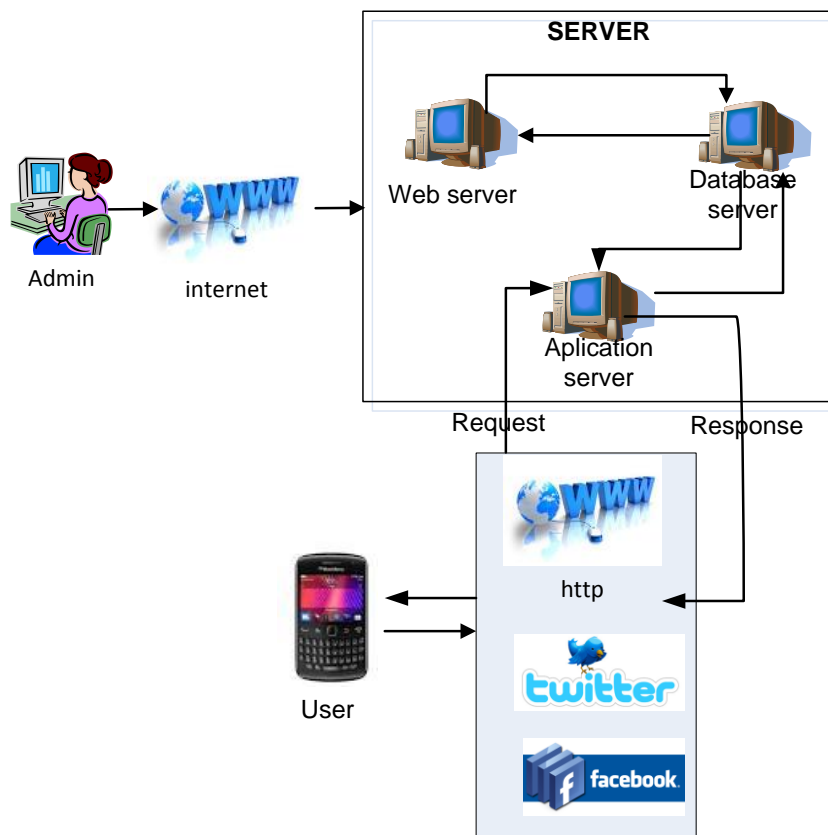
13. *News items*

Teks *news items* ditulis bergaya jurnalistik, mementingkan kebenaran dengan melibatkan nara sumber.

Adapun prinsip dasar segala jenis genre tersebut meliputi struktur generik, yakni langkah-langkah penulis dalam menulis suatu teks dari awal hingga akhir (tercapainya tujuan penampaian gagasan). Sedangkan yang dimaksud dengan fitur bahasa adalah jenis verba yang dipakai, kala (*tense*), konstruksi frasa dan klausa serta perangkat kohesivitas yang digunakan sehingga tercipta teks yang diinginkan. Di sinilah kemudian akan kelihatan perbedaan dari satu genre ke genre yang lain. Sebagai contoh, *narrative genre* biasanya menggunakan struktur generik <*orientation*><*complication*><*resolution*><*reorientation*> dengan fitur bahasa meliputi penggunaan *past tense* (kala lampau), verba tindakan dan butir-butir peristiwa diurutkan secara kronologis. Sedangkan *recount genre* memiliki struktur generik <*orientation*><*events*><*reorientation*> dengan fitur bahasa meliputi penggunaan kala lampau, verba tindakan dan ajektiva.

2.7 Konstruksi Desain Sistem

Sistem yang dibangun terdiri dari beberapa modul. Sistem secara umum terdiri dari 3 (tiga) yaitu : bagian admin , bagian server dan bagian client.



Gambar 2.3 Arsitektur Sistem Mobile Learning

Dari gambar 2.3 Arsitektur Sistem Aplikasi *Mobile Learning* di atas dapat dilihat bahwa sistem yang dikembangkan dibagi menjadi 3 (tiga bagian) sebagai berikut:

1. Bagian admin yang berwenang untuk mengatur konten serta user dengan hak aksesnya.
2. Bagian server yang terdiri dari beberapa 3 (tiga) bagian:
 - a. Database yang digunakan untuk menyimpan konten dari mobile learning
 - b. Aplikasi berbasis web untuk mengatur (manajemen) konten mobile learning.
 - c. Aplikasi server untuk menerima request dan memberi respon client.
3. Aplikasi client (aplikasi mobile learning) yang dikembangkan memanfaatkan web mobile, Facebook dan Twitter yang akan berhadapan langsung dengan client.

BAB III

TUJUAN DAN MANFAAT PENELITIAN

3.1 Tujuan Penelitian

Fakta perkembangan penggunaan *mobile phone* di kalangan mayoritas mahasiswa memicu peneliti untuk lebih berperan dalam pengembangan metode pembelajaran bahasa Inggris terutama menyangkut perkembangan ketrampilan menulis melalui *mobile learning*. Alasan utamanya adalah bahwa mahasiswa hampir pasti tidak bisa lepas dari *mobile phone* yang pada dasarnya oleh mahasiswa digunakan untuk telepon, SMS, BBM dan jelajar internet. Dari pada mereka hanya sebatas kegiatan yang sifatnya kurang akademis, maka pada penelitian ini akan dikembangkan sebuah sistem aplikasi pembelajaran yang bisa diakses melalui *hand-phone*. Dengan demikian penelitian ini bertujuan untuk:

1. Membuat model struktur generik dan ciri kebahasaan untuk berbagai tipe genre teks bahasa Inggris.
2. Membuat algoritma untuk mengidentifikasi struktur generik dan ciri kebahasaan untuk berbagai tipe genre teks bahasa Inggris.
3. Membangun modul pembelajaran struktur generik dan ciri kebahasaan untuk berbagai tipe genre teks bahasa Inggris menggunakan web mobile.
4. Membangun modul pembelajaran struktur generik dan ciri kebahasaan untuk berbagai tipe genre teks bahasa Inggris menggunakan web mobile di jejaring sosial.
5. Membangun modul program untuk mengidentifikasi struktur generik dan ciri kebahasaan untuk berbagai tipe genre teks bahasa Inggris berbasis web mobile.
6. Membangun modul program untuk mengidentifikasi struktur generik dan ciri kebahasaan untuk berbagai tipe genre teks bahasa Inggris berbasis jejaring sosial.

3.2 Manfaat Penelitian

Dari tujuan penelitian di atas, maka manfaat penelitian ini dapat dirumuskan sebagai berikut:

1. Membantu mahasiswa mengembangkan diri ketrampilan menulis bahasa Inggris berbagai genre yang akan secara tidak langsung membantu kelancaran penulisan skripsi yang menggunakan bahasa Inggris, khususnya bagi mahasiswa program studi bahasa dan atau sastra Inggris.
2. Merupakan terobosan baru dalam pembelajaran ketrampilan bahasa Inggris tanpa harus bertatap muka dengan dosen, dan praktis tanpa batasan ruang dan waktu. Dengan kata lain, dapat memberikan solusi alternatif pembelajaran bahasa Inggris yang menyenangkan dan mandiri bagi mahasiswa. Namun demikian, mahasiswa dituntut untuk melatih kejujuran, dalam arti apabila mereka mengakses dan mengerjakan latihan, hendaknya dilakukan sendiri-sendiri untuk kepentingan pribadi. Langkah ini sangat bagus sebagai media membangun karakter (kepribadian) mahasiswa.
3. Dengan modul pembelajaran yang sewaktu-waktu dapat di *update*, dosen dapat secara berkala memperbarui materi pembelajaran yang ada di dalam aplikasi *mobile-learning*, dengan kata lain dosen dapat terfasilitasi dalam memberikan layanan pembelajaran yang fleksibel, dengan lebih mengedepankan kemandirian mahasiswa.
4. Memberikan wacana baru bahwa mobile-phone tidak hanya dapat dipergunakan sebatas untuk telepon, SMS, BBM, namun secara sistematis dapat juga dipakai untuk mengakses pembelajaran melalui *mobile-learning*.
5. Memberikan hasil pembelajaran nyata berupa peningkatan ketrampilan menulis berbagai *genre* berbahasa Inggris, khususnya bagi mahasiswa. Di samping itu secara berkesinambungan, model *mobile learning* dapat dikembangkan untuk pembelajaran ketrampilan bahasa yang lain, dan hasil penelitian ini dapat digeneralisasi penggunaannya di Perguruan Tinggi di Indonesia.

BAB IV

METODOLOGI PENELITIAN

4.1 Langkah-Langkah Penelitian

1. Obyek Penelitian

Obyek penelitian adalah struktur generik dan ciri kebahasaan teks bahasa Inggris berbagai genre.

2. Metode pengumpulan data :

Pengumpulan data dilakukan dengan mengumpulkan data dari berbagai sumber baik berupa textbook, maupun situs-situs kebahasaan yang mengulas struktur generik dan ciri kebahasaan

1. Data dan alat

Data Yang Dibutuhkan Untuk Penelitian Ini adalah:

- a. Struktur generik teks tertulis bahasa Inggris berbagai genre
- b. Ciri kebahasaan teks tertulis bahasa Inggris berbagai genre

2. Metode Pengembangan

Penelitian ini menggunakan model prototyping. Di dalam model ini sistem dirancang dan dibangun secara bertahap dan untuk setiap tahap pengembangan dilakukan percobaan-percobaan untuk melihat apakah sistem sudah bekerja sesuai dengan yang diinginkan. Sistematika model prototyping terdapat pada Gambar 3. memperlihatkan tahapan pada prototyping.

Berikut adalah tahapan yang dilakukan pada penelitian ini dengan metode pengembangan prototyping :

1. Analisis

Pada tahap ini dilakukan analisa tentang masalah penelitian dan menentukan pemecahan masalah yang tepat untuk menyelesaikannya.

2. Disain

Pada tahap ini pembuatan alogaritma untuk mengidentifikasi struktur generik dan ciri kebahasaan teks tertulis bahasa Inggris berbagai genre

3. Prototype

Pada tahap ini dibangun sistem untuk mengidentifikasi struktur generik dan ciri kebahasaan untuk berbagai tipe genre berbasis web mobile dan jejaring sosial

4. Pengujian

Pada tahap ini dilakukan pengujian pada aplikasi yang sudah dibangun.

5. Evaluasi

Pada tahap ini dilakukan evaluasi apakah performa aplikasi sudah sesuai dengan yang diharapkan, apabila belum maka dilakukan penyesuaian – penyesuaian sesuai kebutuhan.

6. Penyesuaian

Tahap ini dilakukan apabila pada evaluasi performa aplikasi kurang memadai dan dibutuhkan perbaikan, tahap ini melakukan penyesuaian dan perbaikan pada aplikasi sesuai dengan kebutuhan.

BAB V

HASIL DAN PEMBAHASAN

Kemajuan / Capaian Tahun 1 (75%) Penelitian Hibah Bersaing yang berjudul “Pembuatan Sistem Aplikasi Web Mobile dan Jejaring Sosial untuk Meningkatkan Keterampilan Menulis Berbagai Genre dalam Bahasa Inggris di Perguruan Tinggi.” dapat dilaporkan sbb:

5.1 Modul Pembelajaran

Secara keseluruhan terdapat 13 genre teks namun baru dapat dibuat 8 genre, yaitu:

- (1) Narrative
- (2) *recount*,
- (3) *descriptive*,
- (4) *report*,
- (5) *anecdote*
- (6) *analytical*
- (7) *exposition*,
- (8) *hortatory exposition*

Masing genre di atas telah disusun tertulis sebagai modul pembelajaran. Namun untuk efisiensi dalam laporan kemajuan penelitian tahun 1 ini, hanya kami ambil satu sampel, sbb:

(1) Narrative text

A narrative is a text which tells a story in which there is a conflict of interest (internal, external or both) engineered in such a way to find the resolution (denouement). A narrative text aims:

- To offer moral teaching
- To entertain

Text Organizer (Generic Structure)

- *Abstract*

The Abstract in narratives functions as a generic indicator which signals that a story is about to be told and establishes the point of the text. It provides the summary of the text
- *Orientation*

In orientation, the readers or listeners are introduced to the participants in terms of people involved, time and place of events.
- *Complication*

Complication is the main section of a narrative. It presents sequenced events which culminate in a crisis or a problem through which conflicts are manifested.
- *Evaluation*

Here, the attitude of the narrator is revealed
- *Resolution*

Resolution presents how crisis or conflict(s) is resolved toward the end of the story.
- *Coda*

It concludes the text by making a point (moral teaching) of the text as a whole

The language features of Narrative Text

Language features are characteristics of a text, to make it is easily recognized, what tense is used, and so on.

- *Abstract*

It is the opening of Narrative and realized or formed in declaratives, **verbal** processes, **material** processes.
- *Orientation*

In orientation, the clauses are in **simple past** form, **temporal conjunctions**, **individualized participants**, **material processes**.

- *Complication*
The Complication in a narrative text is realized in **simple past mental, material processes, individualized participants**.
- *Resolution*
Mental, verbal, material simple past processes are used in Resolution.
- *Coda*
Apart from material, mental processes, appraisal lexis is also included in Coda.

Narrative Text Writing Tips

- ❖ Clear abstract (if any) and orientation to tell the readers (listeners) about the story.
- ❖ Use simple past tense for events, simple present (past) for dialogues.
- ❖ Stick to the above language features.

Examples of Narrative Texts

#1

A beautiful stag was drinking at a pool. He noticed his reflection in the water and was admiring the size and grandeur of his horns. After a few minutes of this he looked down at his feet and saw how thin and weak they looked. He felt embarrassed.

‘My horns are so wonderful, but I hate my tiny feet!’ he grumbled, and walked away sulkily. Meanwhile, a hungry lion had been following him. The lion said under his breath, ‘What a delicious lunch you are going to be!’ The stag turned and saw the lion, then started to run quickly across the plain. His nimble feet gave him the advantage over the lion and he quickly reached the forest.

‘You won’t catch me now!’ called the stag to the lion, who was still far away. However, after entering the forest the stag soon found that his horns had become tangled in the branches of the apple trees above.

‘Oh no!’ cried the stag, ‘What a fool I have been! I hated the feet that would have saved me, but boasted about the horns that have made me a lion’s lunch! Every day the lion lies around waiting for a foolish stag like me to come along, and now... Oh dear!’

By this time the lion had approached, walking slowly and smiling broadly. ‘Mmm! I’ve been hoping for a meal like this all week! My dear friend the stag with his great big horns ambles into a forest... et voila! My lunch is served cold!’

‘Can’t we just try to get along?’ begged the stag, struggling desperately to free his fantastic horns.

‘Well,’ began the lion thoughtfully, ‘No, I don’t think so. You see you are a stag and I am a lion.’ Then he ate the stag whole – leaving just the horns, which he kept to hang on the wall of his lair.

<<http://freeenglishcourse.info/contoh-text-narrative-dan-nilai-moral-story-lion-stag/>>

#2

The Hen with the Silver Eggs

One day, in an Arabian city, a woman went to the market and bought a beautiful hen.

A few days later, to her surprise, the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

<<http://freeenglishcourse.info/contoh-text-narrative-sangat-pendek-penuh-nilai-moral/>>

#2

One day in Kebumen, a regent in Central Java, a poor man went to the market and bought a melon. At home, to his surprise, he sliced the melon, and it turned out to have gold seeds inside it. He was very happy and told his rich sister who was famous for being greedy. She asked him where he had bought the melon, and decided to buy a truck of melons the following day.

However, upon purchase of one-truck melons, they had nothing else but normal melon seeds. Everyone had his or her own luck.

3

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

<http://freeenglishcourse.info/narrative-analysis-on-malin-kundang-story/> >

#3

Poor Eliza

A long time ago in a small village lived an old woman with her one beautiful daughter, Eliza. They lived simply as Eliza's father went overseas for work and was reported missing. Eliza had to work hard to meet both ends meet with her mother.

One day, Eliza expressed her interest to work in the city. Her mother agreed and let her daughter go to the city.

Five years passed by. Eliza never returned home but sent her Mom a lot of money. She had enjoyed living in the city with one man after another without marriage. She managed to fool around with other women's

husbands. So far the relationship would have never ended without poverty on the part of the man, and wealth on her part. This went on and on until one day she was diagnosed as contracting HIV. She finally returned home to die on her mother's lap.

#4

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

<<http://freeenglishcourse.info/narrative-example-in-arabian-story/>>

#5

King Fergus and Queen Elinor ruled the kingdom of DunBroch in Scotland. They had three sons and one daughter, the beautiful Princess Merida. All four children were mischievous!

Queen Elinor tried to teach Merida how to behave like a perfect princess. But Merida liked to slip away from the palace to practice with her bow and arrow. She was a skilled archer.

One night, the queen announced that three clans were coming to visit. Each would present a suitor to compete for Merida's hand in marriage. Merida was horrified. "I won't go through with it!" she shouted. To Merida's dismay, the suitors arrived as planned. Merida sat waiting on her

throne for the archery contest to begin. She knew she could handle a bow and arrow far better than the suitors could!

Once the suitors had taken their shots, Merida marched onto the field. The queen yelled for her to stop, but Merida didn't listen. She fired her arrows and hit each target dead center. She had won! Now she wouldn't have to marry anyone!

<<http://freeenglishcourse.info/narrative-text-princess-merida/>>

EXERCISES

1. Building Field of Knowledge

Statement	Options	Answer Key
Character, setting are introduced in....	Complication Orientation ending	Orientation
Event or crisis developed towards climax	Complication Orientation Ending	Complication
An indicator of what the story is about	Orientation Abstract Complication	abstract
A narrative text is often used in	Scientific text Novel / short story Poem	Novel / short story
The author may involve emotionally in	Climax Evaluation Ending	evaluation

In a paragraph, there must be only one	Topic Sentence text	topic
Paragraphs are tied together by...	Topic sentence Cohesive devices Textuality	Cohesive devices

2. Modeling of Text

Generic Structure Analysis

Give an explanation about the generic element of each paragraph.

One has been given a an example.

<i>Paragraph</i>	<i>Generic structure</i>	<i>Explanation</i>
A long time ago in a small village lived an old woman with her one beautiful daughter, Eliza. They lived simply as Eliza's father went overseas for work and was reported missing. Eliza had to work hard to meet both ends meet with her mother.	Abstract +Orientation	It introduces the characters, setting and general information on life.
One day, Eliza expressed her interest to work in the city. Her mother agreed and let her daughter go to the city.	Complication	The writer started a turning point by introducing an event
Five years passed by. Eliza never returned home but sent her Mom a lot of money. She had enjoyed living in the city with one man after another without marriage.	Climax and conclusion	The writer developed the event leading to the climax and conclusion

<p>She managed to fool around with other women’s husbands. So far the relationship would have never ended without poverty on the part of the man, and wealth on her part. This went on and on until one day she was diagnosed as contracting HIV. She finally returned home to die on her mother’s lap.</p>		
---	--	--

3. Joint Construction of Text

In Column 2, a topic sentence is provided, choose one of the sentences in Column 4 as a supporting sentence. Write it down on the space provided

No	Topic Sentence		Choices for supporting sentence
(1)	(2)	(3)	(4)
1	A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived.	a	Her mother was a single parent because Malin Kundang’s father had passed away when he was a baby.
		b	Malin Kundang had to live hard with his mother.
		c	They were Malin Kundang and her mother.
2	King Fergus and Queen Elinor ruled the kingdom of DunBroch in Scotland	a	Queen Elinor tried to teach Merida how to behave like a perfect princess
		b	They had three sons and one daughter, the beautiful Princess Merida.

	c	All four children were mischievous!
--	---	-------------------------------------

4. Independent Construction of Text

In Column 2, you are given a title. Please write one narrative text for each title in Column 3. You may have your own titles, instead.

No	Title	Your paragraph
(1)	(2)	(3)
1	The Cursed Daughter	
2	King Solomon	
3	An Ideal Teacher	
4	Lucky Luck	

1. Independent Assignment

Download more narrative texts and analyze according to the generic structure.

2	Dating or not?	
3	Must We Have	

	Sex before Marriage?	
--	-----------------------------	--

4	The Best Strategy for Achievement of Native English	
----------	--	--

2. **Anecdote** is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

- To entertain
- To reveal ‘blessing in disguised’

Generic Structure of Anecdote

1. Abstract
2. Orientation
3. Crisis
4. Incident.

Language Features of Anecdote

1. Using exclamation words; it’s awful!, it’s wonderful!, etc
2. Using imperative; listen to this
3. Using rhetoric question; do you know what?
4. Using action [verb](#); go, write, etc
5. Using [conjunction](#) of time; then, afterward
6. Using [simple past tense](#)

Narrative Text Writing Tips

- ❖ Set the blessing in disguised
- ❖ Have the purpose of anecdote in mind

Examples of Anecdote Text

#1

One morning a man and a woman came out of a hotel. They were in love for over one year but not married yet. They were probably college students. Suddenly, the woman held her stomach, saying “Who will be responsible for this?”

“Are you pregnant or something?” Asked the man, shocked and confused

“Aha, we haven’t got breakfast, have we?”

“Oh, God! I thought....”

#2

A man had prepared everything for his important trip abroad. He had bought a round-trip ticket and booked the best hotel for himself and his girlfriend who said she would arrive on the same day. She had worked overseas for quite a long time and promised to meet him in a booked hotel. On the day of departure, a man got very angry as his name was not listed in the flight. He called the ticket agent furiously but finally settled that he could fly in the following morning. Unluckily, he forgot to tell his girlfriend and cancel the hotel booking. He went home and slept—too restless.

On a bed room in the hotel lay a woman, so beautiful in her thin sleeping gown. She had been waiting all day for her boyfriend who had promised to meet her in the hotel until, to her surprise, the TV news reported “A plane has lost contact with the tower....”

“Oh, my God....” She sighed.

#3

The Power of Tradition

The young husband clearly loved to cook and the dinners he served his new wife convinced her that she was indeed a lucky woman.

One thing puzzled her, though, and at last she decided to enquire. “Oh, my dear. Why do you always cut a small piece off the end of the roast before you put it into the oven?”

“Well, to tell the truth. I do it because my mother always does it,” he replied.

At the next family gathering, the wife decided to satisfy her curiosity. She drew her mother in law aside and put the question to her. The older woman

went a bit red, and replied, "Well, to tell the truth, I do it because my mother always does it."

Undaunted, the wife waited until they paid a visit to eighty years old Nan. Knowing she'd enjoy hearing the story, she told her about her persevering quest to find the answer to the chopped off roast.

"Incredible," she croaked. "Imagine the two of them doing that!. "Why, I only cut the piece off because my pan was too small."

#4

Misunderstanding*

By Heny Kuncah Diana

Taking the wrong assumption? This is very abashed. Actually I was so embarrassed about this incident. I think many people will laugh when they know it.

One day my brother and I were watching television at home. Suddenly there were many people taking many chairs from my neighbor's house and I saw it. At that moment I was afraid and I said to my father about this incident. My father run and said, "Thief...thief...thief.... catch them!" but suddenly he stopped. In fact the people were not thieves because one of them is my uncle. My father said to me, "Oh ... no Hen, He is your uncle. It is terrible".

After that my father chatted with my uncle. I was so embarrassed to them. I was not brave to go out. Then my father talked to me. I just laughed and was afraid. My mother laughed after listening this story and she told me, "That is funny, Henny".

When I meet my uncle, I feel shy to him because I always remember this incident. I hope my uncle forget it and I will not be shy anymore.

This experience was so funny in my life. I take the wrong assumption about someone whom I called as a thief. May be because of night, I could

not see clearly. I always remember it and I do not forget it. I think this experience can be a lesson for me.

#5

Dave Experience

Soon after Dave left college, one of his uncles, who was rich died and left Dave a lot of money. So he decided to set up his own real estate agency.

He had only been there for a few hours when he heard someone coming towards the door of his office.

“It’s my first customer!” he thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on, came in and waited politely for the agent to finish his conversation. Then he said to me, “I’m from the telephone company, and I was sent here to connect your telephone.”

[sources:http://elc-englishlanguagecorner.blogspot.com](http://elc-englishlanguagecorner.blogspot.com)

EXERCISE

1. Building Field of Knowledge

Statement	Options	Answer Key
One purpose of an anecdote is to	Entertain Explain Argue	Entertain
An anecdote is characterized by....	Complication Exclamation Definition	Exclamation

Employed in an anecdote is normally	Present tense Past tense Progressive tense	Present tense
Crisis in an anecdote is referred to as...	Happy ending Funny incident Critical moment	Critical moment
Reading an anecdote, we will be laughing at the	Beginning Middle End	end
An anecdote tellssides of life	Tragic Humorous dramatic	Humorous
Sometimes an anecdote offers.... teaching.	Moral Psychological Critical	Moral

2. Modeling of Text

Generic Structure Analysis

Write the explanation about the generic element in Column 3. One has been done for you.

<i>Paragraph</i>	<i>Generic structure</i>	<i>Explanation</i>
(1)	(2)	(3)
One morning a man and a woman came out of a hotel. They were in love for over one year but not married yet. They were probably college students. Suddenly, the woman held her	Abstract +Orientation	<i>It introduces the characters, setting and general information (leading to an</i>

stomach, saying “Who will be responsible for this?”		<i>event)</i>
“Are you pregnant or something?” Asked the man, shocked and confused.	Critical moment	

3. Joint Construction of Text

In Column 2, a paragraph is provided, choose one of the paragraphs in Column 4 to continue the paragraph. Write it down in the space provided

No	Topic Sentence		Choices for supporting sentence
(1)	(2)	(3)	(4)
1	Soon after Dave left college, one of his uncles, who was rich died and left Dave a lot of money. So he decided to set up his own real estate agency.	a	The man knocked at the door while this was going on, came in and waited politely for the agent to finish his conversation. Then he said to me, “I’m from the telephone company, and I was sent here to connect your telephone.”
		b	He had only been there for a few hours when he heard someone coming towards the door of his office.
		c	“It’s my first customer!” he thought. He quickly picked up the telephone and pretended to be very busy answering an important call

		from someone in New York who wanted to buy a big and expensive house in the country.
2	A man had prepared everything for his important trip abroad. He had bought a round-trip ticket and booked the best hotel for himself and his girlfriend who said she would arrive on the same day. She had worked overseas for quite a long time and promised to meet him in a booked hotel.	a “Oh, my God...” She sighed.
		b On a bed room in the hotel lay a woman, so beautiful in her thin sleeping gown. She had been waiting all day for her boyfriend who had promised to meet her in the hotel until, to her surprise, the TV news reported “A plane has lost contact with the tower....”
		c On the day of departure, a man got very angry as his name was not listed in the flight. He called the ticket agent furiously but finally settled that he could fly in the following morning.

		Unluckily, he forgot to tell his girlfriend and cancel the hotel booking. He went home and slept—too restless.
--	--	--

4. Independent Construction of Text

In Column 2, give the possible title of the anecdote in column 3

No	Title	The anecdote
(1)	(2)	(3)
1		<p>A woman was walking on a clutch when another woman asked “What happened to your leg?”</p> <p>“Did you see those stairs?”</p> <p>“Yes I did.”</p> <p>“I didn’t.”</p>
2		<p>Due to one thing or another, a man came home from work 2 hours earlier. He knocked the door; the door opened; his wife hugged him, kissed him and pulled him inside the house. She slammed the door closed, “Quickly darling, my husband will arrive in 2 hours.”</p> <p>“What?” Exclaimed her husband.</p>
3		<p>“Yes, darling, right I am on my way home,” said a man over his mobile phone,</p>

		<p>while he was having lunch with a beautiful girl, “but, maybe a bit late. It is a traffic jam... an hour or so....call you later.” He ended.</p> <p>“Oh my God,” I thought, “that is a real James Bond.”</p>
--	--	--

5.2 Tampilan’

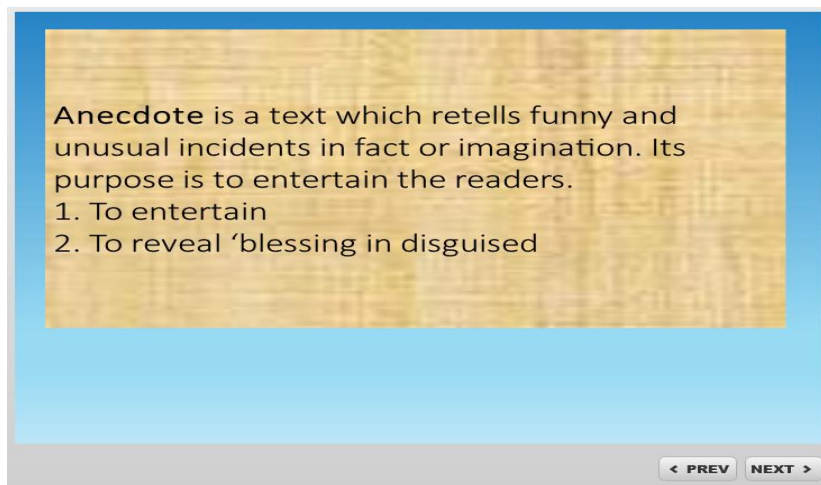
Setelah modul pembelajaran disusun (sudah selesai 8 genre dari 13 yang seharusnya dibuat), segera system aplikasi yang telah dibangun melakukan ‘import data’ dari modul pembelajaran ke dalam system aplikasi. Berikut ini akan ditampilkan halaman untuk genre ANECDOTE.

ANECDOTE



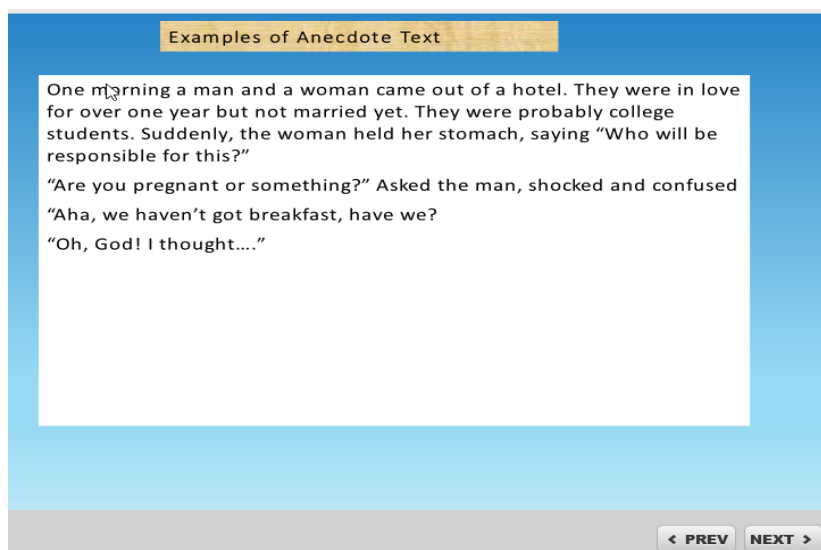
Gambar 5.1 Tampilan Awal Genre (Contoh)

Itulah tampilan halaman pertama, apabila mahasiswa memilih Genre Anecdote. Untuk selanjutnya, mahasiswa bisa meng-*click* tombol NEXT, maka akan tampil beberapa konsep tentang genre anecdote, misalnya, definisi anecdote.



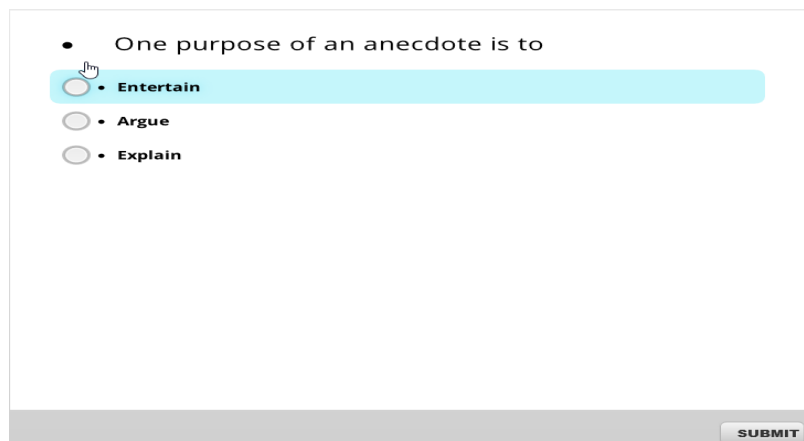
Gambar 5.2 Tampilan Definisi

Misalnya tombol NEXT kembali ditekan, akan muncul halaman sebagai berikut, yakni contoh teks dengan genre anecdote:



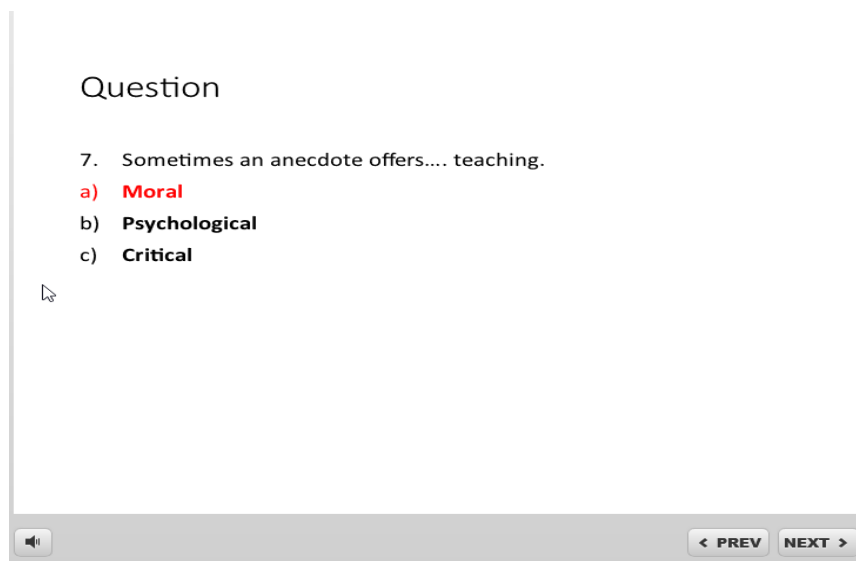
Gambar 5.3 Tampilan Sampel Essay

Pada tahap building knowledge of the field ini, juga ada semacam test untuk menguji sejauh mana pengetahuan siswa tentang genre anecdote. Mahasiswa tinggal meng-click tombol NEXT, maka akan muncul.



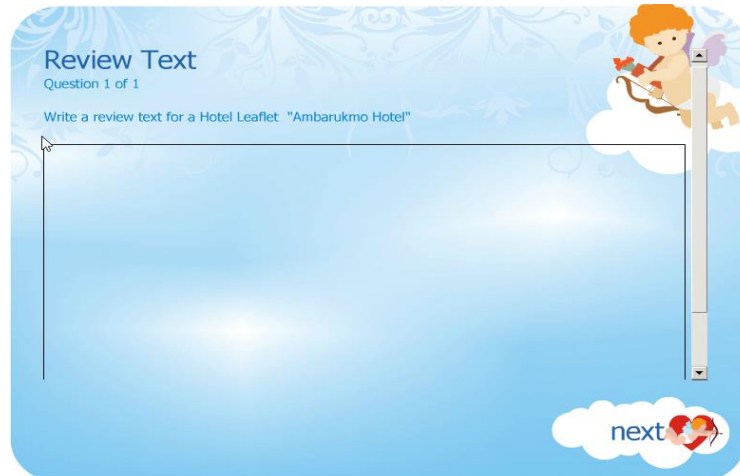
Gambar 5.4. Tampilan Pertanyaan

Apabila mahasiswa meng-click tombol SUBMIT setelah melakukan pilihan dengan meng-click salah satu jawaban, maka umpan balik akan muncul sebagai evaluasi apakah mahasiswa berhasil menjawab pertanyaan dengan baik.



Warna merah adalah tanda jawaban yang benar. Ada banyak uji pengetahuan pada tahap *building knowledge of the field*. Pada tahap *joint construction of text*, mahasiswa sudah diberi permasalahan dengan teks khusus dalam bentuk, **pilihan ganda, menjodohkan, mengurutkan**, dll.. Diharapkan setelah tahap *joint construction of text*, mahasiswa sudah siap menulis teks secara mandiri. Dan

apabila mahasiswa menghendaki menulis teks secara *online*, maka dapat diarahkan ke link latihan, seperti contoh berikut ini (Review Text):



Di sini mahasiswa dapat menulis essay dengan judul ‘Ambarukmo Hotel’ dalam bentuk Review Text. Setelah selesai menulis essay, mahasiswa tinggal meng-click tombol NEXT, maka hasil tulisan akan terkirim secara otomatis ke email dosen untuk dievaluasi menggunakan *rubric* tertentu sesuai dengan kriteria penilaian.

BAB VI

RENCANA TAHAPAN BERIKUTNYA

Tahapan berikutnya dari penelitian tahun 1 ini adalah:

- 1) Melanjutkan kembali penulisan 5 genre lagi untuk melengkapi yang sudah ada (8 genre) menjadi keseluruhan berjumlah 13 genre sesuai dengan teori tentang jenis-jenis teks (text genre).
- 2) Setelah selesai penulisan model dengan tambahan 5 genre seperti disebutkan di atas, maka system yang sudah dibangun dapat langsung melakukan kegiatan import.
- 3) Bila ke dua butir di atas sudah paripurna, dan sudah diadakan evaluasi dan pengujian, serta revisi, maka penelitian hibah bersaing tahun 1 dapat dikatakan selesai dan siap dilanjutkan untuk tahun 2 yang mana akan dibuat akses ke jejaring social: Facebook dan Tweeter.

BAB VII

SIMPULAN DAN SARAN

7.1 Simpulan

Berikut ini adalah simpulan yang dapat peneliti sampaikan berkenaan dengan terselesaikannya 75% tahapan penelitian hibah bersaing dengan judul ‘Pembuatan Sistem Aplikasi Web Mobile dan Jejaring Sosial untuk Meningkatkan Keterampilan Menulis Berbagai Genre dalam Bahasa Inggris di Perguruan Tinggi.’

1. Pada tahun 1 (75%) telah berhasil ditulis modul pembelajaran *academic writing*, meliputi 8 genre, tahap berikutnya (25%) akan dilanjutkan penulisan modul hingga tercapai keseluruhan 13 genre.
2. System aplikasi web dan mobile learning sudah dikembangkan dan sudah melakukan kegiatan ‘impor data’ dari modul pembelajaran *academic writing*.
3. Evaluasi dan uji program sudah dilaksanakan, termasuk revisi sesuai hasil temuan.

7.2 Saran-Saran

Saran-saran ini terutama ditujukan pada diri peneliti sendiri sebagai pijakkan langkah ke depan (tahun 2 penelitian), sebagai berikut:

1. Supaya segera diselesaikan penulisan modul hingga terlaksana 13 genre sesuai rencana
2. Segera dilakukan impor data ke system aplikasi untuk 5 genre yang baru selesai ditulis
3. Segeral lakukan evaluasi dan uji program, dan dilanjutkan dengan revisi sesuai hasil temuan pada saat evaluasi dan uji program.
4. Bersiap dengan penelitian tahun 2, penggunaan jejaring social.

DAFTAR PUSTAKA

- [1.] AntaraNews.com (2011)
<http://www.antaranews.com/berita/252005/indonesia-berada-di-peringkat-34-dari-44-negara-pengguna-bahasa-inggris> <April 2014>
- [2.] EF-English Proficiency Index (2011) <http://www.ef.co.id/epi/> <April 2014>
- [3.] International Data Corporation (2010)
<http://www.idc.com/about/viewpressrelease.jsp?containerId=prUS22617910>
<April 2014>
- [4.] Department of Education and Early Childhood, Victorian Government, Australia (2014) *Literacy Professional Learning Resource-Key Concepts-AusVels Level 5 & 6 Genre Teaching and Learning Cycles for Writing*.
<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/proflearn/pages/velswrite4.aspx> <April 2014>
- [5.] Februariyanti, H., Zuliarso, E., 2012, *Algoritma Single Pass Clustering untuk Klastering Halaman Web* Prosiding Seminar Nasional Komputer dan Elektro (SENAPUTRO) 2012 Fakultas Teknik Universitas Surakarta
- [6.] Hartati, S. dan Zuliarso, E. , 2008, *Aplikasi Pengolah Bahasa Alami Untuk Query Basisdata XML*, Dinamik, Jurnal Teknologi Informasi, Universitas Stikubank Semarang, Vol XIV, Juli 2008
- [7.] Mahzul, Riansihed (2012). *Jenis-Jenis Teks dalam Bahasa Inggris*
<http://riansihed.blogspot.com/2012/09/jenis-jenis-teks-dalam-bahasa-inggris.html>
- [8.] Purwanto, Sugeng (2013) *Survey Penggunaan Jejaring Sosial bagi Mahasiswa Universitas Stikubank, Kajian Pendahuluan*. Penelitian Internal Tidak Dipublikasikan. Semarang: FBIB Universitas Stikubank.
- [9.] Rahayu, Endang Yuliani (2014) *The Use of Facebook's Discussion to Improve Reading Strategies*. Penelitian Intern Universitas Stikubank

- [10] Sebastia, L., Garcia, I., Onaindia, E., Guzman, C., 2009. *e-Tourism: A tourist recommendation and planning application*. International Journal on Artificial Intelligence Tools 18(5): 717-738

LAMPIRAN 1
PERSONALIA PENELITI

1.1 Biodata Ketua Peneliti

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Dr. Sugeng Purwanto, MA
2	Jenis Kelamin	L
3	Jabatan Fungsional	Lektor
4	NIP/NIK/Identitas lainnya	YU.2.01.10.037
5	NIDN	0619015901
6	Tempat dan Tanggal Lahir	Bandung, 19 Januari, 1959
7	E-mail	drpsugeng@yahoo.com
9	Nomor Telepon/HP	082226247281
10	Alamat Kantor	Jl Tri Lomba Juang no 1 Semarang
11	Nomor Telepon/Faks	024 811668 / 024 8443240
12	Lulusan yang Telah Dihasilkan	S-1 =250 orang; S-2 = 20 orang; S-3 =- orang
13. Mata Kuliah yg Diampu		1. Metode Penelitian
		2. Semantik Bahasa Inggris
		3. Machine Translating

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Progdi Pend Bahasa Inggris IKIP Semarang	Progdi Ilmu Linguistik Terapan Griffith University, Au	Progdi Ilmu Linguistik Terapan UNNES
Bidang Ilmu	Pendidikan Bahasa	Ilmu linguistik	Ilmu Linguistik
Tahun Masuk-Lulus	1986-1990	1995-1996	2001-2007
Judul Skripsi/Tesis/Disertasi	A Study of Errors in Free Composition by the Fifth Semester Students, IKIP	By course work: Need Analysis of English for Architecture	A Critical Discourse Analysis of Richard Mann's PSBS

Nama Pembimbing/Promotor	Drs. Hartono Warsono, MA	Maria, PhD James, PhD	Prof. Abbas Prof. Mursid Prof. Retmono
--------------------------	-----------------------------	--------------------------	--

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, maupun Disertasi)

No.	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2014	Pemberdayaan ClassJump (e-learning) di Fakultas Bahasa dan Ilmu Budaya	Internal Unisbank	3
2	2013	Survey Preferensi Penggunaan Jejaring Sosial bagi Mahasiswa Unisbank: Penelitian pendahuluan	Internal Unisbank	3
3	2012	Design Ulang Silabus Bahasa Inggris bagi Prodi TI, FTI Unisbank: Blended Learning pemanfaatan Facebook	Internal Unisbank	3
4	2011	Membangun Model Online TOEFL dengan <i>Question Writer</i> (QW4)	Internal Unisbank	3

* Tuliskan sumber pendanaan baik dari skema penelitian DIKTI maupun dari sumber lainnya.

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2012	PELATIHAN PENGGUNAAN QUESTION WRITER (Online Test) BAGI GURU SMA	Internal UNISBANK	1,5
2				
3				
Dst.				

* Tuliskan sumber pendanaan baik dari skema pengabdian kepada masyarakat DIKTI maupun dari sumber lainnya.

E. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/ Nomor/Tahun
1	The Mysterious Fall of Suharto: a Genre Analysis	Excellence in Higher Education	Vol 3, No 2 (2012)
2	IELTS as a Literacy-Based Test	Excellence in Higher Education	Vol 3, No 1 (2012)

3			
Dst.			

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	Seminar Internasional UNDIP	The Javanese Used in Wedding Pranatacara Genre	15 Mei 2012
2			
3			
Dst			

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	Nick Vujicic's testimony that shakes the world	2013	105	Lambert Publishing Co
2	Around the fall of Soeharto, a 32-year-period of Indonesian Presidency	2009	205	VDM Verlag German
3				
Dst.				

H. Perolehan HKI dalam 5–10 Tahun Terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1				
2				
3				
Dst.				

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 5

Tahun Terakhir

No.	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat
1				
2				
3				
Dst.				

J. Penghargaan dalam 10 tahun Terakhir (dari pemerintah, asosiasi

atau institusi lainnya)

No.	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			
3			
Dst.			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak- sesuaian dengan kenyataan, saya sanggup menerima sanksi. Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Bersaing

Semarang, 20 April 2014
Pengusul,



(Dr. Sugeng Purwanto, MA)
NIDN. 0619015901

1.2 Biodata Anggota 1

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Dr. Katharina Rustipa, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Lektor Kepala
4	NIP/NIK/Identitas lainnya	YB.2.01.03.001
5	NIDN	0628086301
6	Tempat dan Tanggal Lahir	Semarang, 28 Agustus 1963
7	E-mail	katrin_esde@yahoo.co.id
9	Nomor Telepon/HP	02486457410 / 081325714921
10	Alamat Kantor	Jl Tri Lomba Juang no 1 Semarang
11	Nomor Telepon/Faks	024 811668 / 024 8443240
12	Lulus yang Telah Dihasilkan	S-1 = 270 orang; S-2 = - orang; S-3 = - orang
13. Mata Kuliah yang Diampu		1. Scientific writing
		2. Genre-based writing
		3. Teaching Methodology
		4. Paragraph-based writing

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Progdi Pend. Bahasa Inggris IKIP Semarang	Progdi Pend. Bahasa Inggris UNNES	Progdi Ilmu Linguistik Terapan UNNES
Bidang Ilmu	Pendidikan Bhs. Inggris	Pendidikan Bhs. Inggris	Pendidikan Bhs. Inggris
Tahun Masuk-Lulus	1986-1990	2003-2005	2010-2013
Judul Skripsi/Tesis/Disertasi	Contrastive Analysis of English and Indonesian Nominal Sentences	Genre Analysis on English Learners' Monologues	The Coherence of English Arguments of Indonesian Writers Found in the "Opinion Forum" of "The Jakarta Post"
Nama Pembimbing/Promotor	Prof. Dr. Ramelan, MA. Warsono, MA.	Helena I.R. A., Ph.D. Dr. Maryanto, MA.	Prof. Abbas. Ph.D. Prof. Dr. Dwi Rukmini Prof. Dr. Djoko Sutopo

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, maupun Disertasi)

No.	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (JutaRp)
1	2013	Metadiscourse Markers in EFL Learners' Persuasive Texts: A Case Study Of Texts by Fourth Semester Students of English Department, UNISBANK, Academic Year: 2012/2013	Internal Unisbank	3
2	2012	Cohesive Devices and Metadiscourse Markers in Professional Writings Found in "The Jakarta Post"	Internal Unisbank	3
3	2011	Organizational Patterns of English Expository Discourses Written by Indonesians Found in "The Jakarta Post"	Internal Unisbank	3
4	2010	Thematic Development in Learners' Paragraphs	Internal Unisbank	3

* Tuliskan sumber pendanaan baik dari skema penelitian DIKTI maupun dari sumber lainnya.

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (JutaRp)
1	2012	Pelatihan Listening bagi Siswa SMK Nusa Putera Kelas XII untuk Persiapan UAN 2013	Internal UNISBANK	1,5
2	2012	Pelatihan Listening Comprehension bagi Siswa SMA Theresiana Kelas XII Bahasa dan IPS untuk Memantapkan Diri di UAN 2012	Internal UNISBANK	1,5
3	2011	Pelatihan Ujian Akhir Nasional Siswa Kelas 6 SD. Andreas Semarang Tahun Ajaran 2011 / 2012	Internal UNISBANK	1,5
4	2011	Pelatihan Listening bagi Siswa SMA Nasima Kelas XII untuk Menghadapi UAN 2011	Internal UNISBANK	1,5
5	2010	Pendampingan Belajar Bahasa Inggris Murid-murid SD Kepada Ibu-ibu PKK, RT:003, RW: 002, Kelurahan Miroto, Kecamatan Semarang Tengah, Semarang	Internal UNISBANK	1,5

* Tuliskan sumber pendanaan baik dari skema pengabdian kepada masyarakat DIKTI maupun dari sumber lainnya.

E. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir

No.	JudulArtikeIlmiah	NamaJurnal	Volume/ Nomor/Tahun
1	The Pedagogical Implications of Coherence in English Argumentative Discourse by Indonesian Professionals	Excellence in Higher Education	4(2013): 40-52 (Jurnal Internasional)
2	Metadiscourse in Indonesian EFL Learners Persuasive Texts: A Case Study at English Department, UNISBANK	<i>International Journal of English Linguistics</i>	Vol. 4, No. 1: 2014 (Jurnal Internasional)
3	Local Language as a Means to Build Tolerable Community in Indonesia	<i>Dinamika Bahasa dan Budaya</i>	Volume 8, No. 2, 2013
4	Translation and Interpretation: What Principles, Strategies, and Methods to Cope with	<i>Eternal</i>	Volume 2, No. 1, 2011
5	Features of English Learners' Narratives	<i>Dinamika Bahasa dan Budaya</i>	Volume 5, No. 2, 2011
6	Contrastive Analysis, Error Analysis, Interlanguage and the Implication to Language Teaching	<i>Ragam</i>	Volume 11, No. 1, 2011
7	Suggestopedia: How does it accelerate language learning	<i>Lite</i>	Volume 7, No. 1, 2011
8	The Coherence-Based Strategy to Teach Advanced Writing to Indonesians	<i>Journal of Educational Research and Evaluation</i>	Volume 1, No.1, 2012
9	The Ideas Development of Argumentative Discourses of Indonesian Writers Found in the <i>Opinion Forum of The Jakarta Post</i>	<i>Humanika</i>	Volume 15, Th:IX, 2012
Dst.			

F.Pemakalah Seminar Ilmiah(Oral Presentation) dalam 5 Tahun Terakhir

No	NamaPertemuanIlmiah/ Seminar	JudulArtikeIlmiah	Waktudan Tempat
----	---------------------------------	-------------------	--------------------

1	Seminar Internasional: <i>Language Maintenance and Shift II</i>	The Flows of Ideas of English Arguments by Indonesian Writers Found in the <i>Opinion Forum of The Jakarta Post</i>: An Indication of Language Shift	5-6 Juli 2012
2	Seminar Internasional: <i>Enhancing Academic Literacy to Foster Conservation Values in Character Education,</i>	Coherence-Based Teaching to Advanced Writing, to Foster the Students' Success in their Study and the Professionals' Success in their Career	16 Juni 2012
3	Seminar Internasional: <i>The 59th TEFLIN International Conference, English Language Learning and Teaching in the Digitization Era</i>	The Use of Information and Communication Technology (ICT) in Genre-Based Writing Teaching	8 November 2012
4	Seminar Internaasional: <i>Language Maintenance and Shift I</i>	Maintaining Vernaculars to Promote Peace and Tolerance in Multilingual Community in Indonesia	2 Juli 2011
Dst			

G. Karya Bukudalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	English Playground 1	2008	106	Erlangga
2	English Playground 3	2008	122	Erlangga
3	English Playground 5	2008	130	Erlangga
4	Smart with English	2011	202	PT Citra Aji Parama
Dst.				

H. Perolehan HKI dalam 5–10 Tahun Terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1				
2				
3				
Dst.				

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 5

Tahun Terakhir

No.	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat
1				
2				
3				
Dst.				

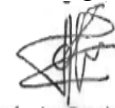
J. Penghargaan dalam 10 tahun Terakhir (dari pemerintah, asosiasi atau institusi lainnya)

No.	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			
3			
Dst.			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Bersaing.

Semarang, 27 April 2014
Pengusul,



(Dr. Katharina Rustipa, M.Pd.)
NIDN. 0628086301

1.3 Biodata Anggota 2

A. Identitas Diri

1	Nama Lengkap (denganelar)	Drs. Eri Zuliarso, M. Kom
2	Jenis Kelamin	L
3	Jabatan Fungsional	Asisten Ahli
4	NIP/NIK/Identitas lainnya	Y.2.93.01.092
5	NIDN	623116801
6	Tempat dan Tanggal Lahir	Temanggung, 23 Nopember 1968
7	E-mail	eri299@gmail.com
9	Nomor Telepon/HP	085876470885
10	Alamat Kantor	Jl Tri Lomba Juang no 1 Semarang
11	Nomor Telepon/Faks	024 811668 / 024 8443240
12	Lulusan yang Telah Dihasilkan	S-1 =250 orang; S-2 = - orang; S-3 =- orang
13. Mata Kuliah yg Diampu		1. Semantik web
		2. Web Service
		3. Sistem Temu Kembali Informasi

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Progdi Ilmu Komputer Universitas Gadjah Mada	Progdi Ilmu Komputer Universitas Indonesia	
Bidang Ilmu	Ilmu Komputer	Ilmu Komputer	
Tahun Masuk-Lulus	1987-1992	1999-2002	
Judul Skripsi/Tesis/Disertasi	Editor Grafik berbasis obyek oriented menggunakan SmallTalk	Verifikasi Station Kereta Api menggunakan Duration Calculus	
Nama Pembimbing/Promotor	Drs. GP Daliyo Drs. Ign Purnomo, M Kom	Prof. Belawati Widjaja, Ph. D Widiyanto Nugroho, Ph. D	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, maupun Disertasi)

No.	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2012	Sistem Peringatan Dini Bencana Berbasis Situs Berita Melalui Jejaring Sosial	DIKTI	31,400
2	2011	Klasifikasi Berita Menggunakan Ontologi	Internal Unisbank	3
3	2011	Klastering Dokumen Berita Dari Web Menggunakan Algoritma Single Pass Clustering	Internal Unisbank	3
4	2010	Web Service memanfaatkan layanan Facebook	Internal Unisbank	3
	2010	Pembuatan Crawling Web	Internal Unisbank	3
	2009	Aplikasi Pengolah Bahasa Alami Untuk Query Basisdata XML Akademik	Internal Unisbank	3

* Tuliskan sumber pendanaan baik dari skema penelitian DIKTI maupun dari sumber lainnya.

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Bersaing

Semarang, 20 April 2014
Pengusul,



(Drs. Eri Zuliarso, M. Kom)
NIY. Y.2.93.01.092

LAMPIRAN 2

BUKTI SUBMIT ARTIKEL DAN DRAF ARTIKEL

Evaluative Analysis of the Implementation of Mobile-Web Application System to Improve Academic English Writing Skills

Sugeng Purwanto

Universitas Stikubank (UNISBANK) Semarang

drpsugeng@yahoo.com

Abstract

As a Year 1 Report of a 2-Year Research Project on the implementation of mobile-web application system as a self-accessed facility to improve academic English writing skills, a group 'Writing Maniacs' was created in Facebook for the students to develop learning interactions. A questionnaire on (1) frequency of access, (2) types of information to access, (3) the system's drawbacks (4) improvement of the module was administered to forty students. Most students (77.5%) accessed the system 2-4 times a week, and the rest (once a week, 5% and 5 times a week, 17.5%, meaning that they liked it. Meanwhile, the information accessed mostly (72.5%) was the exercises, 10% of writing strategies, and 17.5% of generic structure and sample essays. Suggested for Year 2 is revision of module contents.

Key Words: web application system, academic writing skills

Introduction

Of the four language skills, writing has been least paid attention to despite the fact that it is very important as a barometer of language proficiency. Only quite recently has the writing skill be especially tested in international language proficiency test in which test takers are supposed to really write essays. Meanwhile, it is factually true that writing is a difficult task to perform, even in one's own language, let alone in a foreign language such as English in Indonesian contexts.

Indonesian graduates of various disciplines have been categorize as being of low English proficiency level. At the moment, only 5% or 12 million people of the whole population are English language users in various fields of business encounters. Indonesia was of the 34th state within 44 states of non-English users

with the score of 44.78, and ranked as very low proficiency (AntaraNews.Com, 2011). Meanwhile, according to EF proficiency index (2011), the mastery level of English is closely related to the income per capita in which the higher level of English proficiency indicates the higher level of income per capita. This is very relevant to the recent context as Asian Economic Community (AEC) would take effects in 2015 in which Indonesia belongs to the region, and thus cannot be separated from the necessity of English mastery as the international language.

Many efforts with respect to developing the four language skills have been undertaken in line with the recent trends in language teaching methodology, one of which is to make the best use of social network or media, such as Facebook or Tweeter, which can be accessed through PC, laptop, mobile phone or smartphones. Positively assumed, everyone has got every access to such media. It was reported that the sales of smartphones increased by 67.6% in the first quarter of 2010 compared to the third quarter of 2009 (International Data Corporation, 2010).

With respect to the use of social network, it is a pity that most students (87%) use for 'friend making', 23% for academic access with lecturers, 12% for academic links access, and 6% for academic group discussion (Purwanto, 2013). Therefore, the current study (a 2-year research grant), is aimed at developing teaching materials integrated in a mobile web application system to improve the students' academic writing skills at graduate level. The writing skill was particularly chosen as the object of research in response to the current demand for more writing competency in anticipation of the AEC era.

At this point, it has been presumed that software called "Question Writer 4 (CW4)", despite its original purpose for testing, can be used as a medium of learning and teaching, by integrating a learning module into the system. It is true that the process of learning is similar to testing in which everything starts with problem-solving to elicit the students' prior knowledge as a basis for further skill development. It is sort of backwash effect of testing, which enhances acquisition of skills and knowledge.

At this point, a research question can be formulated as “How can teaching materials be integrated in mobile web application system to improve the students’ academic writing skills?” In this respect, a learning module has to be devised and its effectiveness tested in order to come up with a rigid module for different contexts of higher education. It is also necessary to critically evaluate the module for further revision prior to recommendation for a wider use of the learning module. A software called “Question Writer 4 (CW4)” was selected into which the learning module was integrated.

Research Methods

The current study was Research and Development (R&D) in nature. As outlined in Borg, Gall and Gall (2007), R&D is a process of investigation employed to develop and validate or test a product (of education). To accomplish the study, the researchers have, therefore, to conduct a needs analysis on which to design the product, and to test its effectiveness so as to be used for a more general scope (Sugiyono, 2009).

In the current R & D, the product developed and validated to improve the students’ academic writing skills consists of (1) description of texts of various genres (2) a learning module for writing skills and (3) a report of recommendations for future revision prior to a wider use and publication.

Questionnaire focusing on four issues, namely (1) frequency of access, (2) types of information to access, (3) the system and module’s drawbacks and (4) possible recommendations for improvement of the module in the 2nd part of the research project (Year Two) as used to collect the data. Forty students participated in the research and were asked to access the system while learning to improve their academic writing skills. They were asked to critically evaluate the module as they were using it. The data collected were analyzed to find out the module profile along with its drawbacks and recommendations for improvement in the next research period.

Modified from Borg & Gall (2007)’s ten phases, the current study was performed in seven phases, namely (1) research and information collecting, (2)

developing a preliminary form of product, (3) preliminary field testing, (4) main product revision, (5) main field testing, (6) final product revision, and (7) dissemination and implementation. As a two-year research project, Year One was limited to the first four phases, ending in the main product revision.

The current study is evaluative in nature in which the preliminary field testing became the moment of product evaluation. A questionnaire was administered to forty students who were assigned in Facebook group discussion to get access to the module to improve their academic writing skills. The data collected were then analyzed to come up with the research findings, as has been previously mentioned, featuring the current profile of the module for the researchers to revise the product according to the recommendations.

In preliminary field testing, the proposed module was launched to ‘internal market’. In this case it was tried out in Faculty of Language Cultural Studies—Stikubank University (UNISBANK) Semarang, English literature study program. Upon completion of the model trial, revision was performed to comply with demands from the field. This was done by focused group discussion (FGD) on considering the comments from the students and related experts (colleagues).

Findings and Discussion

The learning process employed in the module was basically performed online by the students. The program was located at Facebook group discussion called ‘writing-maniacs’ especially developed to support the current research and development project. The students can click on the link and download the materials for them to do the exercises off-line, to enhance their writing skills. For example, a link labeled as Hortatory Exposition Text, the following page would appear:

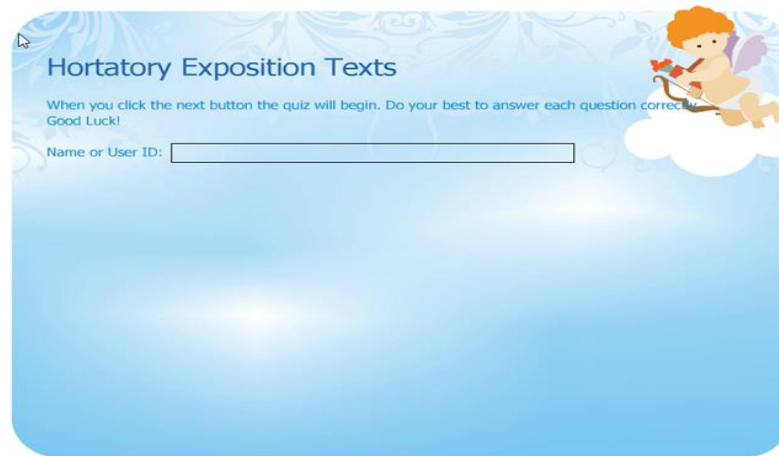


Exhibit 1 On Opening Hortatory Exposition Text

As soon as the students filled out the blank with his or her name / ID, the following page would appear. On this page, they can simply continue doing the designed tasks. There are various types of tasks, such as (1) multiple choice, (3) matching, (4) sequencing and (5) essay writing.

All the answers from the students would be directly to the teacher's email. As for scoring, all exercises except the essays are scored automatically with feedbacks in case the students gave incorrect answers. Essays should be manually scored by the teacher using scoring rubrics.



Exhibit 2 Building knowledge of the Field: Hortatory Exposition Text

There are thirteen types of texts (genres) under study, they are narrative, descriptive, recount, discussion, explanation, news items, procedure, report, review, spoof, anecdote, analytical exposition, hortatory exposition. In each genre, there are several exercises, such as multiple choice, matching, sequencing, and essay writing, all of which were developed on the basis of teaching and learning writing, employing literacy education and genre-based approach (Lingzhu, 2009), namely (1) building knowledge of the field, (2), modelling of text (3) joint construction of text, and (4) independent construction of text. It is very much hoped on completion of each task, the students would experience the four stages of developing the writing skills.

Below are two sample pages of (1) building knowledge of the field and (2) independent study

(1) Building knowledge of the field

It consists of conceptual knowledge of both genre and material to write.



Exhibit 3 Building Knowledge of the Field: Review Text

(2) Modeling of the text

In this stage, the teacher gives a model of text to the students to adopt. The students may at first copy the model, then try to make alternative changes over the text. Such changes may involve noun, adverbial, adjectival phrases or even tenses, according to both grammatical and lexical demands. Since all the students' responses would be sent directly to the

teacher's email, he or she can check his or her students' work from the email.

(3) Joint construction of the text

This stage is further to evaluate the alternative changes made by the students. This involves correction of possible mistakes, and offering solution. Fortunately, the system has the ability to give feedbacks to the students with wrong performance.

(4) Independent construction the text

This stage offers freedom to the students to write their own text, as follows:

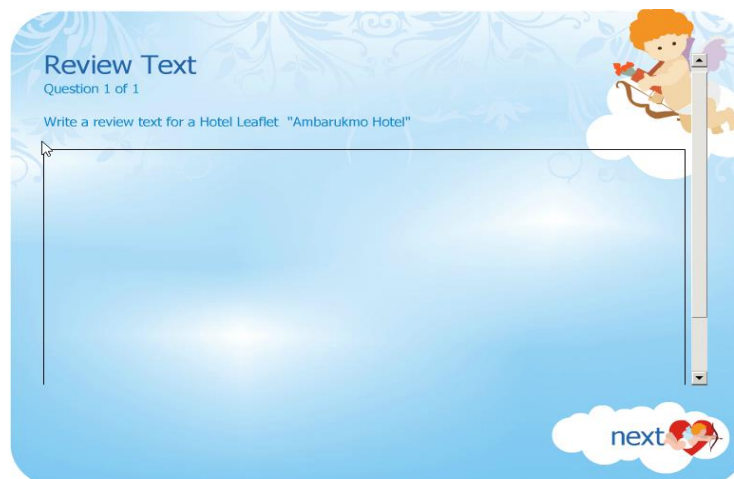


Exhibit 4 Independent Construction of the Text: Review Text

Secondly, With respect to the frequency of access by the students, it can be seen from the following table:

Table 1 Frequency of Access

<i>Frequency of Access</i>	Σ <i>students</i>	<i>%</i>
5 times a week	7	17.5
2- 4 times a week	31	77.5

1 time a week	2	5
Total	40	100

Table 1 shows that most students (77.5%) accessed the application 2-4 times a week. This means that the students enjoy the program, even 17.5% of the students accessed it 5 times a week, implying everyday access since there was no academic activity on Saturday. Only 5% of the students did the minimum access (once a week).

With respect to the types of information accessed by the students, it can be seen from Table 2 below:

Table 2 Types of Mostly-Accessed Information

<i>Types of Mostly Accessed Information</i>	Σ <i>students</i>	<i>%</i>
Exercises	29	72.5
Writing Strategies	4	10
Generic Structure and Sample Essays	7	17.5
Total	40	100

Table 2 above shows that 72.5% of the students accessed the information for practical purposes. They liked directly learning by doing, since the exercises can stimulate the development of writing. It is also in line with the principle of teaching writing—teach writing by writing. Of course this does not necessarily mean that those students did not access ‘Writing Strategies’ and ‘Generic Structure and Sample Essays’. Likewise, 17.5% of the students who mostly accessed Generic Structure and Sample Essays would not be assumed that they

did not access the exercises. Furthermore, 10% of the students mostly accessed ‘Writing Strategies’.

As R & D of Year 1 Project, the most important points being searched for is the feedback from the users. Table 3 shows the feedback given by the students (research participants).

Table 3 Module Evaluation

No	Genre	Generic Structure Review	Sample Essays	Exercises
1	Narrative text	√	√	√
2	Recount text	√	√	√
3	Description	√	√	√
4	Procedure text	√	√	√
5	Report	√	√	√
6	Analytical exposition	√	≤	≠
7	Hortatory exposition	√	≤	≠
8	Discussion text	√	≤	≠
9	News item text	√	√	√
10	Review text	√	≤	≠
11	Spoof	√	√	√
12	Anecdote	√	√	√
13	Explanation text	√	≤	≠

√ OK; ≤ Replacement or additional essays required; ≠ revision required

Table 3 shows that, with respect to Generic Structure Review, there is no revision recommended. However, the sample essays and the exercises require special attention. The analytical exposition's sample essays need replacement (\leq) in the sense that one essay entitled 'Looking for a Job' is not very suitable for an analytical exposition. It is just a self-description of an individual who is looking for a job even though he or she has a job at the moment. He or she did highlight some significant information on his or her talents and skills—yet still short of description. This sample essay should be replaced. Other sample essays that should be replaced can be seen in Table 4 below:

Table 4 Sample Essays that Need Replacing / Adding

No.	Genre	Title of Essay	Reason for Replacement / Addition
1	Analytical exposition	Looking for a Job	Look like a description; Also, more essays may be added to comply with academic atmosphere.
2	Hortatory exposition	-	More essays are required so as to represent academic atmosphere. The current essays are good for high school students.
3	Discussion text	-	More essays are required so as to represent academic atmosphere. The current essays are good for high school students.
4	Review text	-	More essays are required so as to represent academic atmosphere.

			The current essays are good for high school students.
5	Explanation text	-	More essays are required so as to represent academic atmosphere. The current essays are good for high school students.

From Table 4 above, actually only one essay is misplaced. It should go to the genre of description. More essays are required to be added to make the module more academic. It is also much argued that the current essays are more suitable for high school students while the module is especially prepared for students of non-English Department at Higher Education.

This applies to the exercises of the five genres in question (Table 4). Displayed in Table 5 below are exercises that need revising.

Table 5 Exercises that Need Revising

No.	Genre	Exercise	Suggested Revision
1	Analytical exposition	Essay Part:1	Much better if sequencing is used, instead of asking the students to write somehow theoretical issues on 'thesis statement'. Add more exercises (not available at the moment) on writing arguments and conclusion with or without 'thesis statement provided'
2	Hortatory exposition	-	More varieties of tasks required, such as sequencing and matching

			for the students to practice
3	Discussion text	-	More varieties of tasks required, such as sequencing and matching for the students to practice
4	Review text	-	Provide more multiple choice exercises for building knowledge of the field
5	Explanation text	-	More varieties of tasks required, such as sequencing and matching for the students to practice

Table 4 above clearly outlines what to do with respect to the exercises for the five genres in question. The researchers are of the opinion that these five genres are most relevant to represent academic writing. Therefore most participants were very critical in providing suggestions. It should be noted that the suggestions presented here have been processed through focus group discussion (FGD) consisting of some colleagues and experts.

Conclusion and Recommendations

This R&D has experienced a half way of its completion. The module has been completed and integrated into software system called “QuestionWriter 4 (QW4), a software system originally designed for testing; but has been employed in this study as both testing and teaching—making the best use of backwash effects in which its effectiveness needs to be proved in the next report (Year 2). Most significantly, based on the findings, the module requires revision for the next year-2 project.

Recommended for revision are some additional sample essays for the five genres in question, namely (1) analytical exposition, (2) hortatory exposition, (3) discussion text, (4) review text and (5) explanation text. In addition, some

exercises need to be revised and or added to the five genres, especially with respect to varieties.

References

- AntaraNews.com (2011) <http://www.antaraneews.com/berita/252005/indonesia-berada-di-peringkat-34-dari-44-negara-pengguna-bahasa-inggris> <April 2014>
- EF-English Proficiency Index (2011) <http://www.ef.co.id/epi/> <April 2014>
- Gall, M. D., Gall. J. P., & Borg, W. R. (2007). *Educational research: An introduction (8th ed.)*. New York: Pearson.
- International Data Corporation (2010) <http://www.idc.com/about/viewpressrelease.jsp?containerId=prUS22617910> <April 2014>
- Lingzhu, Ji (2009), *Genre-based Approach for Teaching English Factual Writing* <http://www.hltmag.co.uk/apr09/mart02.htm> accessed on May 31, 2015
- Purwanto, (2013). *Aktivitas Facebooking di kalangan Mahasiswa FBIB Unisbank 2013*. Penelitian tidak dipublikasikan. Semarang: LPPM Unisbank
- Sugiyono (2009) *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta Bandung