

ABSTRAK

An Evaluation of the English Teachers' Management of the Teaching and Learning Process of Genre-Based Writing Instruction at Senior High School

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Masalah penelitian ini adalah siswa memiliki kemampuan yang rendah dalam menulis berbagai jenis text pada sekolah menengah atas di Kabupaten Pesisir Selatan. Hal itu dibuktikan dari hasil menulis berbagai jenis teks sangat rendah pada setiap penilaian harian. Rendahnya kemampuan siswa menulis dalam berbagai jenis teks karena guru kurang mempersiapkan *lesson plan*, media dan material untuk membantu siswa dalam menulis berbagai jenis teks. Kemudian kurangnya manajemen guru dalam melaksanakan strategi pembelajaran keterampilan menulis berbasis genre. Terakhir, kurangnya pemahaman guru bahasa Inggris terhadap pelaksanaan sistem penilaian menulis berbasis genre.

Berkaitan dengan itu, penelitian ini bertujuan adalah (1) untuk menjelaskan bagaimana manajemen guru bahasa Inggris dalam mempersiapkan *lesson plan*, media dan materi dalam membantu siswa dalam menulis berbagai teks (2) untuk menjelaskan bagaimana guru bahasa Inggris dalam memimpin strategi mengajar menulis dan aktivitas-aktivitas kelas (3) untuk menjelaskan apa teknik-teknik penilaian yang digunakan oleh guru bahasa Inggris dalam menilai kemajuan siswa dalam menulis berbagai jenis teks. Untuk mengungkap hal tersebut jenis penelitian yang digunakan adalah penelitian kualitatif evaluasi dengan metode ethnography. Data sebahagian besar dikumpulkan dari analisis kelas melalui pengamatan yang didukung oleh catatan lapangan dan rekaman video, wawancara dan studi dokumentasi.

Hasil penelitian menunjukkan bahwa pertama sebagian besar perencanaan pembelajaran menulis guru bahasa Inggris belum mempedomani prinsip-prinsip perencanaan pembelajaran, komponen-komponen dan langkah-langkah dalam pembuatan perencanaan pembelajaran menulis yang berbasis genre, sebagian besar guru bahasa Inggris belum mempersiapkan media dalam membantu siswa dalam menulis berbagai jenis teks, dan semua mereka hanya menggunakan materi menulis bahasa Inggris dalam buku paket. Kedua sebagian besar mereka masih kurang memahami pelaksanaan pendekatan pembelajaran menulis berbasis genre dan sebahagian besar guru bahasa Inggris masih belum memimpin aktivitas-aktivitas kelas dengan baik. Ketiga, sebagian besar mereka masih belum melaksanakan teknik evaluasi menulis berbasis genre dan teknik penilaian autentik. Berdasarkan hasil penelitian tersebut, peneliti menyarankan kepada semua guru bahasa Inggris agar menjalankan tugas dengan penuh profesional dan memiliki tanggung jawab yang tinggi. Kemudian, disarankan kepada kepala sekolah untuk memberikan kesempatan kepada guru bahasa Inggris untuk mengembangkan keprofesionalismenya secara berkelanjutan, melakukan pengawasan terhadap mutu kinerja guru secara rutin, dan berkelanjutan serta melengkapi fasilitas pembelajaran untuk membantu pencapaian prestasi belajar peserta didik.

ABSTRACT

An Evaluation of the English Teachers' Management of the Teaching and Learning Process of Genre - Based Writing Instruction at Senior High School

By : Yuni Cenrikawaty

The problem of this research is the students have low ability in writing some kinds of texts at Senior High School of Pesisir Selatan Regency. It was proved that the the students 'writing result for some kinds of texts the students of the daily exam were very low. It was caused by lack of preparation of the English for lesson plan, media and material, Next lack of management of the English teacher for teaching strategies of genre -based writing instruction. And then lack of the English teachers' comprehension in conducting the evaluation techniques of genre- based assessment in in assessing their students' progress in writing skill as suggested by genre based curriculum.

The purpose of this research are (1) to explain how the English teachers' management in preparing the lesson plan, English materials and media to help students learn English writing skill as suggested by genre-based curriculum, (2) to explain how the English teachers manage the teaching strategies and classroom activities in learning process to help students learn English writing skill as suggested by genre-based curriculum, (3) to explain what the techniques of evaluation used by the English teachers in assessing their students' progress in writing skill as suggested by genre based curriculum.

The type of this research is a qualitative evaluation research with ethnography method. The data are mostly gained from the classroom analysis done through observation supported by field notes, and videotaping, interview and documenting analysis.

The finding of this research shows that firstly most of English teachers' lesson plans haven't guided the lesson plan principles, components and steps how to design a lesson plan. And then most of the English teachers haven't prepared media to help students learn English writing skill as suggested by genre-based curriculum. Then, all of them only used the materials at English text book. Second most of the English teachers still did not fully understand about the applications of genre- based writing instruction, so that there is still a mismatch between the conceptual theory of the genre-based writing instruction for teaching writing skills and these teachers' teaching practice in the classroom, particularly in selecting appropriate classroom activities for each phase of the curriculum cycle. And then most of them still haven't managed for the classroom activities well. Finally, mostly of the English teachers haven't used genre - based assessment and authentic assessment in assessing the students' progress in writing skill optimally. Based on the findings, the researcher suggests the English teachers run the English teachers' duties professionally and high responsibility. It is also suggested to the headmasters to fulfill the learning facilities to assist the students' achievement and supervise the English teachers' duties routinely and continuously to control the teachers' duty quality