

# A Test: The Writing Model Prototype of an Applied Master's Thesis using Genre

Nur Hasyim<sup>1</sup>, Ade Sukma Mulya<sup>2</sup>, Abdillah<sup>2</sup> and Darul Nurjanah<sup>2</sup>

<sup>2</sup>*Jurusan Akuntansi, PNJ, Kampus Baru Depok, Jawa Barat, 16424*

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**Abstract:** The research article describes the testing of model prototype to write the applied master thesis. The test done to ten students of applied master student on Politeknik Negeri Jakarta. Based on the results of testing on ten applied master students it is known that the prototype of the writing model provides an increase in knowledge of 34%. This condition is interesting and needs to be followed by testing the prototype to find out how much an increase in student skills in writing. On writing, student must have guidance, namely writing base on genre, as follows. In writing, certain parts of the thesis have writing needs. Writing needs can be written using certain types of text (certain genres). The description text structure is the thing to be described and parts of the thing to be described, while the exposition text structure is thesis statement, arguments, and reiteration. In each text also has certain linguistic characteristics, for example the description text is used more additional conjunctions; exposition texts use more consequence conjunctions. If the paradigm understood, students can finish the thesis correctly and quickly.

## 1 INTRODUCTION

The paradigm of the writing model prototype of the applied master's thesis is as follows. In writing, certain parts of the thesis have writing needs. Writing needs can be written using certain types of text (certain genres), for example descriptive text or exposition text. In each type of text has a certain structure. The description text structure is the thing to be described and parts of the thing to be described, while the exposition text structure is thesis statement, argument, and reiteration. In each text also has certain linguistic characteristics, for example the description text is used more additional conjunctions; exposition texts use more consequence conjunctions. The prototype model have never been tested. Therefore, his study tested the model to find out how much increase in students' writing knowledge after they were given knowledge about writing a thesis using the genre paradigm.

This research also becomes very important to be investigated because until now there has never been any research on testing prototype models about writing a genre-based applied master thesis. Existing studies relating to the genre as follows. Loan and Pramoolsook (Nguyen & Pramoolsook, 2014) in

their research entitled "Move Analysis of Chapters Results-Discussion in Tesol Master's Theses Written by Vietnamese Students" published in 3L: The Southeast Asian Journal of English Language Studies - Vol 21 (2): 1 - 15 found that non-native English master students need to be given clear instructions on writing part of the research results and discussion: what parts are and how to write them. Loan and Pramoolsook, in his research entitled "Rhetorical Structure of Introduction Chapters written by Novice Vietnamese TESOL postgraduates" published in 3L: The Southeast Asian Journal of English Language Studies - Vol 20 (1): 61-74 found that beginner writers need to be given writing learning, clearer guidelines, genre and cultural knowledge. Hyland in his article entitled "Genre Pedagogy: Language, Literacy, and L2 Writing Instruction" in the Journal of Second Language Writing (2007). Hyland said that genre can help students in writing so that writing is effective and relevant to their needs. "For teacher educators, genre-based pedagogies offer valuable resource for assisting both students and their students to produce effective and relevant texts." According to Hyland, the genre is also very good for helping second language learning to be able to learn to write because the genre provides a clear explanation of the type of text. Badger and White in his article entitled

"A Process Genre Approach to Teaching Writing" in the *Journal Language Teaching Research* (2015). The article stated that there were three things that influenced the writing of writing: (i) a genre-based approach, (ii) the writing process, and (iii) written product. It was stated that the product of writing was determined by the process of writing and the genre approach. Because of this, all three of these things influence each other. (Hasyim, 2015) Yasuda in his article entitled "Genre-based Tasks in Foreign Writing: Developing Writers" awareness genre, Linguistic Knowledge, and Writing Competence "in the *Journal of Second Language Writing*" (2011) stated that "a combination of genres and task can create a crucial pedagogical link between socially written writing and language use, which is expected to create interfaces between writing and language development in FL contexts (a combination of genres and assignments can create crucial learning links between performance writing in certain social situations and language use choices that are expected to be able to provide the best work to create written work and language use in context." [5]

## 2 METHODS

The research carried out with research development. Meanwhile, the prototype model was tested on ten applied master students at the Politeknik Negeri Jakarta, by giving an explanation to students about the prototype model. After that, written questions were given to them about how much they could improve their knowledge of writing an applied master's thesis. Based on these answers the data analysis is then performed and concluded. The principally, the analysis data used the qualitative analysis (Santosa (Santosa, 2017) that cited from Spreadly, 1980): domain analysis, taxonomic analysis, inter-component analysis, and finding themes (concluding).

## 3 THEORY

Genre theory, among others, was delivered by (i) Martin and Rose (JR & Rose, 2007) in his book entitled *Working with Discourse*, and (ii) Wiratno and Santosa. Martin and Rose stated that genre is a staged goal-oriented social process (genre is a social process that is oriented towards goals that can be achieved gradually). Wiratno and Santosa states that text is a social process; Likewise, parts of the text are

social processes. In certain social processes there are needs and targets that can be solved by using certain types of text because each particular type of text has linguistic characteristics so that when linguistic characteristics are understood and the social processes carried out are understood, the writing of texts can be carried out correctly and quickly.

Applied Master Thesis is a macro genre in which there are chapters, sub-chapters, sub-chapters, and other sections of the thesis. (Hidayat, 2018) These parts are social processes so that the author can utilize the type of text / genre (in this case is the micro genre), 1 type of text or more than 1 type of text, to achieve the goal. To achieve this goal is carried out in stages / staged. Micro genre is (i) description, (ii) report, (iii) procedure, (iv) telling, (v) explanation, (vi) exposition, and (vii) discussion. Text Description is a type of text that describes what something is as it is. The description text relates to the specificity of something described, its color, taste, and other physical properties. Report text is a type of text that deals with grouping things into classes or subclasses. In contrast to the description text which shows the specificity of something described, without comparing it with the others, the text of the report shows the generality of placing something reported into its class compared to the other classes. Procedure text is instructional text. In everyday life, the procedure text is found in the manual on how to operate electronic devices, how to call on public telephone, and how to cook based on recipes. Storytelling text is a text that contains activities or events that took place in the past. The social function is to arouse or revive real experiences in the past to create a kind of entertainment for the reader. Explanation text is a text that contains an explanation of the state of something as a result of something else that has happened before and causes something else to happen later. The social function of explanation is to explain the process of occurring something according to the principle of causation. Exposition text is a text that contains personal ideas or proposals about something. Exposition text is also called one-sided argumentation. Discussion text is a text that contains an issue or controversy about something. The issue was responded to from two sides of the argument so that the discussion was often called two-sided argumentation. In each type of text is built with the structure of the text and has certain linguistic characteristics. Various types of text have linguistic characteristics. These linguistic features are used as a reference for writing thesis sections (chapters, sub-sections, sub-sections, and other elements. (Martin, 1991)

Wiratno and Santosa said that thesis is a macro genre in which there are chapters, sub-sections, sub-sections, and other sections of the thesis. These parts are social processes so that the author can take advantage of the type of text / genre (in this case the micro genre), 1 type of text or more than 1 type of text, to achieve its purpose. To achieve this goal is carried out in stages / staged. The micro genres include (i) descriptions, (ii) reports, (iii) procedures, (iv) storytelling, (v) explanations, (vi) expositions, and (vii) discussions. Description is a type of text that describes what something is as it is (something as it is). The description text relates to the specificity of something described, its color, taste, and other physical properties. Report text is a type of text that deals with grouping things into classes or subclasses. In contrast to the description text which shows the specificity of something described, without comparing it with the others, the text of the report shows the generality of placing something reported into its class compared to the other classes. Procedure text is instructional text. In everyday life, the procedure text is found in the manual on how to operate electronic devices, how to call on public telephone, and how to cook based on recipes. Storytelling is a text that contains activities or events that took place in the past. The social function is to arouse or revive real experiences in the past to create a kind of entertainment for the reader. Explanation text is a text that contains an explanation of the state of something as a result of something else that has happened before and causes something else to happen later. The social function of explanation is to explain the process of occurring something according to the principle of causation. Exposition text is a text that contains personal ideas or proposals about something. Exposition text is also called one-sided argumentation. Discussion text is a text that contains an issue or controversy about something. The issue was responded to from two sides of the argument so the discussion was often referred to as two-sided argumentation. In each type of text is built with the structure of the text and has certain linguistic characteristics. The research is done by development research according to Sugiyono.(Sugiyono, 2006)

## 4 RESULT AND DISCUSSION

### 4.1 Result

The results of this study about improving the understanding of applied master students at the

Jakarta State Polytechnic after being given an explanation of the prototype model as follows.

Table 1: Increasing Knowledge Students on Before and After being Explained the Model Prototype

Initial of Respondent	Knowledge about Writing Before The Test	Knowledge about Writing After The Test	Increasing of Knowledge
A	30	80	50
B	50	70	20
C	70	85	15
D	60	80	20
E	50	85	35
F	40	75	25
G	30	80	50
H	20	90	70
I	40	75	35
J	50	70	20
			340
Average of Student Increasing of Knowledge=34%			

### 4.2 Discussion

Based on the results of these tests it can be seen that the increase in student knowledge about the writing of the applied master thesis significantly increases. This condition is encouraging. Thus, prototype models have the opportunity to become models that can be used effectively. This result is interesting because it can give benefit to students as effort to accelerate graduation.(Fachrudin, 2017)

The model of writing for an applied master's thesis is based on genres. It is related to the aspects of the text structure. The research supports the research about a genre which is similar to the analysis of the text conducted by Loan & Pramoolsook (2015) in preliminary writing with Loan and Pramoolsook (2016). As found in his research findings, the structure of the description text is (1) something that is explained, (2) the part of something described. The structure of expository text is statement, arguments, and reiteration. The text structure report is (1) something reported, and (2) class or subclass of something; The text structure of the discussion is (1) problem statement, (2) arguments for pros, and (iii) arguments for contra. A researcher makes it easier to apply by applied master students to write an applied master's thesis.(Zeige, 2015)

## 5 CONCLUSIONS

Based on the results of testing on ten applied master students it is known that the prototype of the writing model provides an increase in knowledge of 34%. This condition is interesting and needs to be followed by testing the prototype to find out how much an increase in student skills in writing. On writing, student must have guidance, namely writing base on genre, as follows. In writing, certain parts of the thesis have writing needs. Writing needs can be written using certain types of text (certain genres). The description text structure is the thing to be described and parts of the thing to be described, while the exposition text structure is thesis statement, arguments, and reiteration. In each text also has certain linguistic characteristics, for example the description text is used more additional conjunctions; exposition texts use more consequence conjunctions.

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