

**ELTeaM International Conference**

# **Proceedings**

**Volume 2**

**Editors:**  
**Sударsono**  
**Urai Salam**  
**Istiqamah**  
**Ardi Marwan**

**English Language Teaching Materials (ELTeaM)**  
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## **PREFACE**

ELTeaM International Conference on Language Teaching Materials is held once in every two years and its 2nd International Conference will be held on 31 October – 1 November 2014 in Pontianak, West Kalimantan, Indonesia. Elteam Association organizes this conference in collaboration with Tanjungpura University (Undergraduate (S1) and Masters (S2) Study Programs of English Language Education, Language Centre, and American Corner) and RELO. The theme of this 2nd International Conference on Language Teaching Materials is Authenticity, Creativity, Innovation, and Culture in Language Teaching.

All papers presented at this conference are compiled in this proceeding. The papers discuss various topics like English teaching materials, English teaching techniques, bilingual education and sociolinguistics, internet-based language learning, literacy, and so forth.

The working papers also vary, from classroom to non-classroom-based studies reported by the practitioners from teachers, lecturers, as well as postgraduate students, language teaching researchers, and language experts. In essence, the reports and findings from the papers presented in the conference would, to some extent, benefit present and future scholars, researchers and practitioners of language teaching alike.

These proceedings are compiled by members of Elteam Association namely Sudarsono, PhD, Urai Salam, PhD, Dr. Ardi Marwan, and Dr. Istiqomah. They are respectively working at Masters Study Program of Tanjungpura University, Undergraduate Study Program of English Language Education of Tanjungpura University, State Polytechnic of Pontianak (Polnep), and State Islamic Institute of Pontianak (IAIN).

Pontianak, 20 October 2014

Chief Editor

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## Contents

PREFACE .....	1
Contents .....	2
<b>DEVELOPING ELT MATERIALS FOR YOUNG LEARNERS OF FOREIGN ENGLISH LANGUAGE LEARNERS .....</b>	<b>10</b>
Background of ELT of Material Development .....	10
Theoretical Review of Materials Development .....	13
Teacher's Experience of Material Development .....	16
Discussion .....	18
Conclusion .....	22
Reference .....	22
<b>MATERIAL DEVELOPMENT IN THE TEACHING OF RHETORIC OF BUSINESS COMMUNICATION.....</b>	<b>23</b>
Introduction .....	23
Theoretical Basis .....	24
The Five Canons of Rhetoric .....	24
Material developments in rhetoric of business communication.....	24
Teaching Procedures.....	25
Pre-teaching .....	25
Whilst-teaching .....	26
Post-teaching .....	28
Reflection .....	28
Conclusion.....	28
References .....	29
Appendix 1: Speech to Inform .....	29
Appendix 2: Speech to Persuade .....	31
<b>FROM NEED ANALYSIS TO MODEL DEVELOPMENT: THE PROCESS-GENRE MODEL FOR TEACHING ESSAY WRITING .....</b>	<b>34</b>
Introduction .....	34
Literature Review.....	35
Instructional Model.....	35
Need Analysis.....	37

Writing in English as a Second/Foreign Language .....	18
Process Genre Approach to Teaching Writing .....	41
Research Methodology .....	43
Finding and Discussion .....	43
Input .....	44
Text Types .....	45
Types of Topic .....	46
Types of Task/Activity .....	47
Syllabus Development .....	48
Learning Strategy .....	50
Development of Teaching Materials .....	51
Conclusion .....	52
References .....	52
<b>AN ANALYSIS ON ENGLISH TEXTBOOK "BAHASA INGGRIS: WHEN ENGLISH RINGS THE BELL"</b> .....	<b>54</b>
Introduction .....	54
The Method of Research.....	57
Level 1 Analysis: 'What is There' .....	57
Level 2 Analysis: 'What is Required of Users' .....	58
Level 3 Analysis: 'What is Implied' .....	58
Findings and Discussion .....	59
Findings .....	59
Level 1: 'What is There' .....	59
Level 2: 'What is Required of Users' .....	60
Discussion.....	62
Level 1: 'What is There' .....	62
Level 2: 'What is Required of Users' .....	64
Level 3: 'What is Implied' .....	67
Conclusion.....	69
References .....	70
<b>A MODEL OF TEACHING MATERIAL OF WRITING SCIENTIFIC ARTICLE FOR TEACHER OF BAHASA INDONESIA IN MIDDLE SCHOOL (SLTP)</b> .....	<b>72</b>

Introduction .....	72
Problem Formulation .....	75
Theoretical Reference .....	76
The Essence of instructional materials .....	76
Definition of Model.....	76
Definition Of Instructional Materials .....	77
Developing Instructional Materials.....	78
Evaluation of Instructional materials.....	80
Needs Identification.....	80
Production of Insructional Materials .....	81
Instructional Materials Development and Teachers Trainings .....	81
Writing Articles .....	82
Essence of Writing .....	82
Scientific Articles.....	82
Scientific Articles of Research Results .....	82
The Characteristics of Scieintific Article Writing.....	82
Beginning to write an article.....	83
Research Methodology.....	84
Results Of Research And Development .....	84
Principles of Model Development based on Theoretical Study.....	84
References .....	89
<b>MODEL OF CRITICAL LITERACY BASED INSTRUCTIONAL READING MATERIALS: RESEARCH AND DEVELOPMENT AT ENGLISH TADRIS DEPARTMENT OF IAIN SYEKH NURJATI CIREBON.....</b>	<b>95</b>
Introduction .....	95
Methodology .....	99
Findings .....	100
Discussion.....	102
Concluding Remarks.....	103
References .....	103
<b>ELESP STUDENTS' READING HABIT AND THE SUITABILITY OF CONTENT-AREA READING MATERIALS.....</b>	<b>107</b>



Introduction .....	107
Methodology.....	109
Research Results and Discussion .....	110
Conclusions .....	120
References .....	121
<b>SHOULD EAP TEACHING FOCUS ON SPECIFIC PURPOSES OR GENERAL PURPOSES? ....</b>	<b>123</b>
Introduction .....	123
Problems in English for General Academic Purposes (EGAP).....	123
Strategies of EAP teaching.....	127
Conclusion.....	129
References .....	129
<b>AN ANALYSIS ON TEACHER’S ASSESSMENT FOR ENGLISH AS A FOREIGN LANGUAGE FOR YOUNG LEARNERS.....</b>	<b>131</b>
Introduction.....	131
Children Characteristics.....	132
Assessment for Young Learners .....	132
Method of Research .....	134
Finding and Discussion.....	135
Conclusions and suggestions .....	135
References.....	136
<b>A REVIEW OF THE NATIONAL EXAMINATION OF SECONDARY SCHOOLS IN INDONESIA</b>	<b>138</b>
.....	138
Introduction .....	138
The National Examination (NE).....	139
The Purpose of Assessment.....	139
Formative and Summative assessments.....	140
Stakeholders and Accountability .....	143
Recommendations .....	144
Conclusion.....	145
References: .....	145
<b>LECTURER’S WRITTEN CORRECTION IN WRITING CLASS .....</b>	<b>147</b>
Introduction .....	147



Research Methodology .....	148
Findings and Discussion .....	149
Findings .....	149
Discussion .....	154
Conclusion .....	162
References .....	162
<b>USING 3-2-1 STRATEGY IN READING COMPREHENSION TO IMPROVE STUDENTS' INVOLVEMENT IN ACTIVE LEARNING .....</b>	<b>165</b>
Introduction .....	165
Methodology .....	168
Methods for Data Collection .....	169
Result And Discussion .....	171
Conclusion .....	181
Suggestion .....	182
References .....	183
<b>GRAPHIC ORGANIZERS TO ENHANCE STUDENTS' SPEAKING ABILITY .....</b>	<b>184</b>
Introduction .....	184
Brief Exploration on Graphic Organizers .....	186
Teaching Steps of Graphic Organizers .....	187
The Advantages of Applying Graphic Organizers.....	188
Conclusion.....	189
References .....	190
<b>IMPLEMENTING RAFT STRATEGY TO ENHANCE STUDENTS' SKILL IN WRITING FORMAL LETTER.....</b>	<b>192</b>
Introduction .....	192
Methodology.....	195
Teaching Procedure .....	196
Results and Discussion .....	198
Conclusion.....	204
Suggestions .....	204
References .....	205
<b>SRYPHOMAT FOR TEACHING VOCABULARY .....</b>	<b>207</b>

Introduction .....	207
Literature Review .....	209
Teaching Vocabulary .....	209
Approach, Method and Technique of Teaching .....	210
Sryphomat .....	212
Story .....	213
Photograph .....	213
Matching Game .....	215
Research Design .....	216
Conclusion .....	220
References .....	221
<b>CROSS CULTURAL COMPETENCE AND LANGUAGE TEACHER .....</b>	<b>223</b>
Introduction .....	223
Defining Cross Cultural Competence .....	224
Cultural Competence in the Classroom .....	225
Ways of Developing Competence in Cross-cultural Communication .....	228
Conclusion .....	230
Reference .....	230
<b>NON-NATIVE TEACHERS OF ENGLISH : IMPROVING THEIR QUALITY AND CONFIDENCE</b> .....	<b>232</b>
Introduction .....	232
Conclusion .....	237
References .....	237
<b>ONLINE DISCUSSION IN ONTELL: AN ANALYSIS ON STUDENTS' SENTENCE SRUCTURES</b> .....	<b>240</b>
Introduction .....	240
Method .....	243
Research Findings And Discussion .....	245
Conclusion .....	255
<b>REFERENCES .....</b>	<b>256</b>
<b>ANALYZING THE IMPLEMENTATION OF BLOG UTILIZATION IN ENGLISH LANGUAGE</b> <b>LEARNING .....</b>	<b>258</b>

Introduction .....	258
Research Problem .....	261
Research Purpose .....	261
Significance .....	262
Literature review.....	263
Conceptual framework .....	264
Research Methodology .....	266
Research Design and Procedure.....	266
Research Participants .....	267
Data Collecting Technique .....	267
Tools of Data Collecting.....	268
Data Analysis.....	268
References .....	269
<b>A STUDY ON THE USE OF TASK-BASED LANGUAGE TEACHING (TBLT) IN TEACHING WRITING HORTATORY EXPOSITION TEXT .....</b>	<b>271</b>
Introduction .....	271
Method .....	275
Findings and Discussion .....	277
Conclusion and Suggestions.....	283
REFERENCES.....	285
<b>SERVICE-LEARNING TO ENHANCE CHARACTER EDUCATION IN THE ENGLISH DEPARTMENT.....</b>	<b>286</b>
INTRODUCTION.....	286
SERVICE-LEARNING IN THE ENGLISH DEPARTMENT.....	288
CONCLUSION.....	296
REFERENCES.....	296
<b>ENGLISH HEGEMONY, BILINGUAL EUPHORIA PHENOMENON, AND MARGINALISATION OF LOCAL LANGUAGES IN INDONESIA.....</b>	<b>298</b>
Introduction .....	298
Conclusions .....	306
References .....	306

<b>CELEBRATING THE ENGAGING MOMENT: EMPOWERING ENGLISH LEARNING THROUGH LANGUAGE CORNER IN INDONESIA.....</b>	<b>308</b>
Introduction .....	308
Communicative Competence and Oral Language Performance.....	310
Problems Affecting Oral Language Competence and Performance .....	312
Resources for Rebuilding Motivation & Active Oral Language Learning.....	314
Conclusion and Implication.....	317
References .....	319
<b>MADURESE LANGUAGE IN WEST KALIMANTAN CONTEXT: THE OVERLAPPING OF SOCIAL GROUPS AND THE ENACTMENT OF SOCIAL IDENTITY.....</b>	<b>321</b>
Introduction .....	321
The Madurese Linguistics Shift .....	322
The understanding of speech level.....	322
New Variety of Madurese and the Creation of New Social Identity.....	324
Conclusion.....	326
References .....	327



# FROM NEED ANALYSIS TO MODEL DEVELOPMENT: THE PROCESS-GENRE MODEL FOR TEACHING ESSAY WRITING

*Refnaldi, Universitas Negeri Padang*

## ABSTRACT

A good learning model is a model developed based on the analysis of learning needs and feasibility. There are many instructional models proposed by the instructional designer but it is not a guarantee that those models are suitable with the characteristics of the course. This article discusses the process-genre model for teaching essay writing based on students' needs. This was a research and development study conducted at the English Language Teaching Study Program of State University of Padang. The data of the study were obtained from students' responses on the questionnaires regarding the students' needs on learning essay writing. The results of the study show that (1) there are some explanation and examples that should be considered as the input in teaching and learning process, (2) students need to be able to develop a wide variety of text types, (3) students need to learn different topics of essay writing so that they can enrich their world knowledge, and (4) students need the appropriate tasks/activities that directly help improve their knowledge and skills in developing various text types. The appropriate model for teaching essay writing based on the result of need analysis consists of syllabus, stages in teaching and learning process, and learning materials. Thus the appropriate need analysis can be used effectively in developing a process-genre model for teaching essay writing.

**Keywords:** Teaching Model, Multimedia, Need Analysis, Sociolinguistics

## Introduction

Writing is a skill that must be mastered by students of English Language Teaching Program. One of the basic writing competencies that should be possessed by the students is that they are able to write different types of short essay by the end of the third semester. Thus, systematic teaching of writing should be geared to help students to various types of short essay. Therefore, the lecturer should as much as possible help the students to produce a wide range of texts through the stages that have been planned.

Although the basic competences to write an essay have been set out, the teaching of writing itself often does not lead to the achievement of the writing basic competences. Learning to write essays often tend to emphasize the mastery of the linguistic competences. It can be seen from the practice of teaching writing

that emphasizes the mechanical problems such as spelling, word formation and sentences. Zamel (1991) states that almost all learning to write is based on mechanical things, product-oriented, training and drill. In addition, when learners learn to write, teachers tend to view that the texts produced by the students are the texts evaluated by the lecturers.

The real impact of this practice has been revealed by several research findings which show that there are many students who have lower writing abilities. Putri (2007) found that there are still approximately 40 % of students who have not been able to write recount texts well. Studies conducted by Putra (2007) on the ability of students to develop expository paragraphs also shows that 42.74 % of the students were not able to develop the good main idea, and 48.23 % have not been able to develop ideas with good supports. Utari (2007) found that 38 % of students have not been able to use the tools cohesive devices properly. They have problems in using conjunctions, ellipsis, and substitution.

These facts show the importance of innovation in teaching writing, i.e. the model of teaching writing that is considered effective in achieving the intended core competences. This innovation is important because the success of the students in achieving the expected competence is also influenced by the learning model used in teaching writing. This model innovation can be done through research and development. Thus, this paper discusses students' needs on the process-genre based model for teaching essay writing that is developed through research and development. This model is called a process-genre based model in teaching essay writing, and it is developed based on the result of the students' needs analysis on essay writing.

## **Literature Review**

### **Instructional Model**

Understanding the model cannot be separated from the context of the scientific field. Therefore, this term can mean differently in different disciplines.

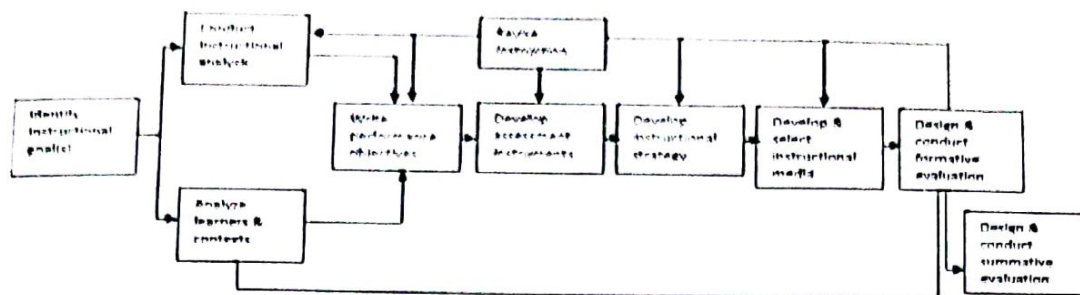


In relation to learning, the term model is often interpreted as a conceptual framework that is used as a guide to design and implement learning activities (Sagala, 2005: 175). As a conceptual framework, an instructional model describes a systematic procedure for organizing learning experiences of students to achieve learning objectives. Therefore, the instructional model serves as a guideline for the learning designers and professors/teachers in planning and implementing learning activities.

Stern (1987: 35-36) states that developing a model of language learning model is really a form of business to define the basic concepts in planning and implementing the language learning process. This concept is based on the science of language (linguistics), the nature of language learning and other factors that could significantly affect language learning. Joyce, Weil, and Calhoun (2009: 6) say that "models of teaching are really models of learning". They also explain how to help students to learn through setting learning environment so that the learning process in self-learners can occur.

A good instructional model is a product of finding a development process through a series of stages of research. The development of this model is underpinned by the aims and ideas obtained from theoretical studies, related research, and the result of the need analysis implemented in the components of the instructional model itself. Joyce, Weil, and Calhoun (2009) say that a learning model includes five major components or variables: (a) syntax or activity phases, (b) social system, (c) principles of reaction, (d) support systems, and (e) instructional and nurturant effects.

A good instructional model is a model that consists of at least the core elements of instruction, such as aims, evaluation, learning strategy, and learning materials. Dick and Carey (2009: 1) develop an instructional system that is well known and becomes the reference in instructional development. The model can be seen in the following diagram.



The first step in this system is to determine the new information that will be learned by students in order to achieve the goal of learning (Instructional goals). The second step is to determine the steps that should be followed by students and determine the sub-skills needed to achieve the goals (instructional analysis). Parallel to this step is conducting the analysis of the learners and contexts. Then, based on these two steps, model designers determine performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials and media, design and conduct formative evaluation, and design and conduct summative evaluation.

### Need Analysis

Designing a learning model starts from the question "Why do these students need to learn sociolinguistics?" The answer to this question can be revealed by analyzing the students' needs. Hyland (2003: 58) says that the term needs analysis is used to refer to the techniques of collecting and analyzing information relating to student needs: a tool for shaping a learning program. Needs analysis is a continuous process so that teachers can modify the learning process in order to better accommodate the learning needs of students.

Actually only needs analysis is one of several activities undertaken in designing a language learning curriculum. Nation and Macalister (2010: 1-3) suggest that a model of curriculum design is a design that consists of three outer circles (principles, the environment, requirements) associated with an inner circle (goal) which is supported by three components (content and layout sequence,



format and presentation, monitoring and assessment). The outer circle covers the practical and theoretical considerations that will provide the influence in guiding the real process of curriculum design. The inner circle has a purpose as a center. It shows and reflects the importance for a subject or subjects to have a clear purpose.

Furthermore, Nation and Macalister (2010: 24) suggest that there are some things that need to be considered in conducting needs analysis. First, the analysis needs principally directed at the purpose and content of a subject or subjects. Second, the analysis needs to uncover what is already known by the students and what they need to know. Furthermore, the analysis needs to create a belief that the subjects or courses contain matters that are relevant and useful for students. A good need analysis includes the right questions, and finds the answers in the most effective way.

Needs analysis has a variety of purposes in language learning, namely (1) recognizing the language skills of students so that they can carry out certain roles, (2) assisting teachers in determining the accuracy of instructional materials to the needs of the potential learners, (3) selecting the students in one group that truly require specific language skills, (4) identifying someone potential opportunities in the group, (5) recognizing the gap between what the learners are able to do and what they have not been able to do, and (6) collecting information about the experiences of specific learners (Richards, 2001: 57-63).

Based on the above explanation, we can conclude that the needs analysis is an activity in collecting and analyzing information regarding what students should learn, any thing that students have not understood, and anything they want to get from studying the particular subject.

### **Writing in English as a Second/Foreign Language**

Writing, when viewed as a language skill that is used to communicate, has much in common with reading and speaking. Writing is a production of the

written word which produces a text but the text must be read and understood so that the communication can take place (Celce- Murcia and Olshtain, 2000: 142). Then, Grabe and Kaplan (1996: 4) distinguish two types of writing; writing involving composition, and writing that does not involve composition. This distinction is very important because most of what is said in academic writing as writing is an activity that involves the activity of the composition. Composition includes activities of combining structural units of sentences into one larger unique, cohesive and coherent structure. Composition can also be further divided into activities of telling or retelling, and activities of transforming.

To improve writing skills in a second/foreign language, experts suggest writing a few things. Grabe (2003: 245) argues that students should practice writing different types of genres that are relevant and they have to develop their awareness of the structure of the text they wrote. Wennerstaim (2003) says that a genre -based approach has been proved that to improve their understanding of the genre, they should be exposed to different types of genre and structure. Johns (1995) argues that the generic structure of a genre should be taught explicitly to the author because of the structure of a particular genre may differ from one culture to another culture. According to Hyland (2003), learners need to know the patterns of lexicogrammar that are dominantly used in the stages of a genre. Fotos (2003) found that learning grammar will help students in understanding the features of a specific text.

Hyland (2003) suggested six focuses on the teaching of writing in a second/foreign language, which focus on the structure of the language, the text function, focusing on creative expression, focusing on the process of writing, focus on the content, and focus on the genre. Teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language



structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form a certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using creative expression based on personal experience and opinion of the students, and the writing is considered as an act of creative self-discovery. It will be able to raise self-awareness of the social position of the writer and also facilitates clear thinking, effective relationships, and self-expression.

White and Arndt (1991: 4) develop the learning materials based on the process orientation. According to them there are some things that must be taken by the author in developing the idea. They are generating ideas, developing a focus, structuring, drafting, evaluating, and reviewing. The next orientation is focus on content. Conceptualization of learning to write as a foreign language or second language that focuses on content refers to what is written by the students. This approach generally includes a series of theme or topic which is developed into a piece of writing. Learners will have a personal background knowledge about the topics being discussed and will be able to significantly write about these topics.

The last orientation is genre focus. Hyland (2003) says that teachers who choose the teaching of writing in the genre oriented view writing as an attempt to communicate something to the readers. They are struggling with teaching students how to use language patterns to produce a goal oriented and coherent writing. The basic assumption of this teaching is we not only write, but we are writing to reach the goal. This genre based writing is growing rapidly in Australia and in other countries in Asia. The Experts of genre based writing in Australia are Martin, Christie, Callaghan and Rothery, Derewianka, and Fees. They develop materials for teaching writing through the use of learning cycle developed in the genre-based approach. The cycle includes modeling, joint construction, and independent construction.

## **Process-Genre Approach to Teaching Writing**

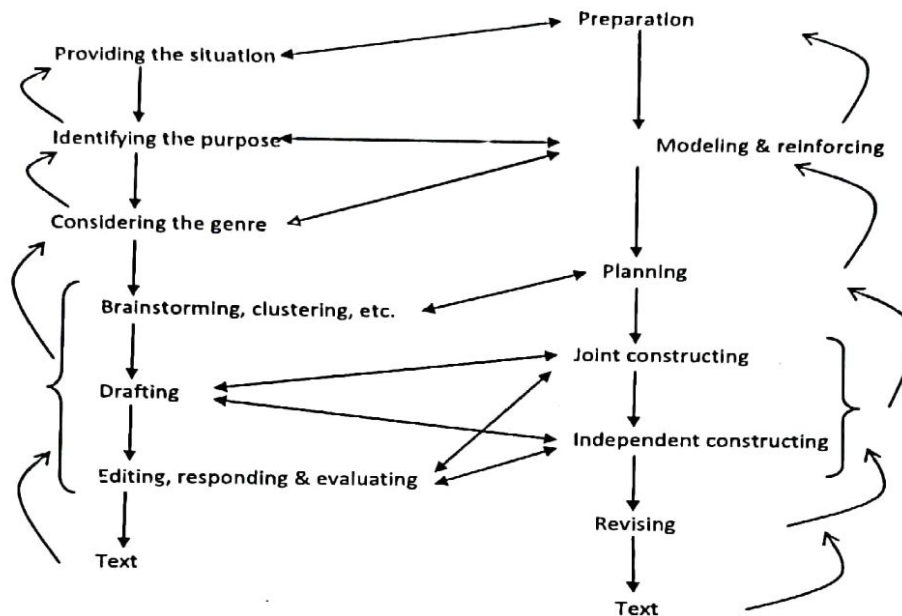
Process-genre approach in the teaching of writing in a second/foreign language is a revision of a genre-based approach by adding components of the learning in process-oriented writing. This approach was first proposed by Badger and White (2003: 153-160). This idea is further supported by Yan (2005: 18-22) in his article entitled *A Process Genre Model for Teaching Writing*. Process approach in teaching writing is generally represented as a reaction to a product-based approach, while the genre-based approach is represented as a reaction to what is called the progressive curriculum. Cope and Kalantzis (1993: 57) say that the teacher writes on the process approach is more pleased with students coming from middle-class families, and let the students struggle in controlling the text being studied. Process approach focuses more on language and texts, but gives less attention to learning contexts and disciplines in which the text is constructed.

The weaknesses of the process-based approach is the approach views that all writings are produced by using the same set of processes, so it does not give adequate attention to the type of text being produced and why the text is produced . This approach does not provide students with adequate input, particularly in relation to linguistic knowledge, to be able to write well. The strength of this approach is that this approach understands the importance of various skills involved in writing, and recognizes that what is brought by students into the writing classroom contributes to the development of writing skills.

According to the experts of process-genre approach, writing activities involve knowledge of the language (as on the product and genre approaches), knowledge of the context of the where the writing is taking place, and in particular the purpose of writing (as found in the genre approach), and the skills in using the language (as found in the process approach). Writing development occurs by revealing the potential of students (as in the process approach) and by providing input that will be responded by the students (such as in product and genre approaches).

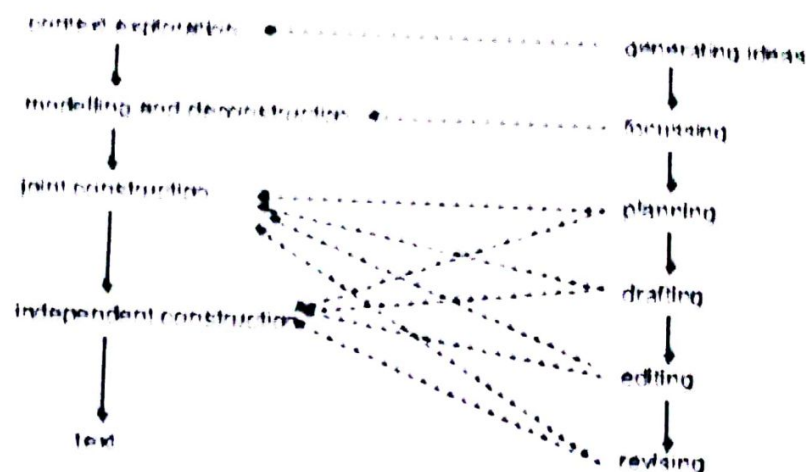


Yan (2005: 21-22) suggests several stages or steps that must be taken in the process - genre approach. He describes all the steps discussed above as the chart below:



Refnaldi (2012) developed a model of learning to write essays in English. The model developed is a model that combines the two learning models that have been widely known in teaching writing. Although there are two experts who have developed similar models, the model developed by Refnaldi has different stages compared to the models developed by other scholars.

To strengthen the incorporation of genre approach and process approach, the one used as the starting point is the genre approach, and then, the key elements in the process approach, such as planning, drafting, editing, and rewriting are added to certain stages in genre-based approach. The most appropriate additions are at the stages of joint construction and independent construction. Thus, the basic scheme of the process-genre approach proposed by Yan should be revised. The new appropriate scheme for the process-genre approach is as follow:



## Research Methodology

The method used in this study was survey. The main objective of this research was to analyze students' needs on the appropriate model for learning essay writing. The data required in this study were the answers to questionnaire distributed to 112 students. The items in the questionnaire were classified into four categories, namely input, text types, topic types, and task/activity types. The data were analyzed descriptively by using score.

## Finding and Discussion

The questionnaire given to the students consists of four basic components of need analysis such as input, text types, topics, and tasks. Input contains the explanation and examples regarding knowledge and skills of writing. Text types include the types of genre that are commonly taught in high school and in essay writing course. Some examples of text types are *recount*, *procedure*, *narrative*, *report*, *explanation*, and *exposition*. The third aspect is topics. Topic in this case includes the topics that are related to daily life, academic life, and anything regarded important to discuss in essay writing course. The last aspect is task/activity. Tasks/activities include a wide variety of writing tasks/activities in pre-writing stage, whilst-writing stage, and post-writing stage.

## Input

Students' need on input is explored through 15 statements. Table 1 below describes students' responses on each statement.

**Table 1: The Importance of Input**

No	Types of input	NI	LI	I	VI	Ttl	AV	LN
1	The social function on the texts	3	44	216	60	323	2.88	H
2	Linking related texts	1	30	204	112	347	3.10	H
3	The audience of te texts	4	62	186	60	312	2.79	H
4	The generic structure of the texts	0	16	150	216	382	3.41	VH
5	The lexicogrammatical components of the texts	1	8	174	196	379	3.38	VH
6	<i>brainstorming</i>	4	36	186	112	338	3.02	H
7	Free writing	2	48	174	112	336	3.00	H
8	<i>mind-mapping</i>	2	12	225	116	355	3.17	H
9	<i>outlining</i>	2	26	198	124	350	3.13	H
10	Thesis statement	1	6	90	312	409	3.65	VH
11	Introductory paragraph	4	2	81	320	407	3.63	VH
12	Body paragraphs	1	4	87	320	412	3.68	VH
13	Concludng paragraph	4	14	111	256	385	3.44	VH
14	Using appropriate transition words/phrases	1	22	150	200	373	3.33	VH
15	Using appropriate punctuation in the text	1	14	144	224	383	3.42	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need

The table above shows that all the components of input are essential for students. Eight items are at the level of Very High (VH) and seven items are at the level of High (H). According to students, the input regarding the explanation of the strategies of essay development is very important. This is indicated by four components which got the highest mean score, such the strategy for developing body paragraphs, strategy for formulating thesis statement, strategy for developing introductory paragraph, and strategy for developing concluding paragraph. The strategy for developing body paragraph is very important in teaching and learning essay writing. This is true because body paragraphs are the backbones of the essay.

The strategy of formulating the thesis statement also needs serious attention in an essay writing teaching and learning process (mean score of 3.65), and followed by the strategy for developing introductory paragraph (mean score of



3.6.3). The fourth component is the strategy for developing concluding paragraph (mean score of 3.44). Thus, it can be concluded that a model of teaching essay writing should absolutely consist of the explanation of the strategies for developing an essay that include developing introductory paragraph, developing body paragraphs, and developing concluding paragraph.

Other components are also considered very important by students are explanations and examples of proper use of punctuation, explanations of the generic structure of a text, explanations of grammatical components widely used in a text, and explanations of the use of appropriate transitions. Subsequently, seven other components are at high levels. This means that these seven components should also get the adequate attention in teaching and learning process.

### Text Types

The students' needs regarding the types of text are expressed using sixteen statements. The following table illustrates the responses of the students on each item.

**Table 2: The Importance of Text Types**

No	Text types	NI	LI	I	VI	Ttl	AV	LN
1	recount	1	50	171	116	338	3.02	H
2	Information report	0	16	228	112	356	3.18	H
3	Description	0	16	177	180	373	3.33	VH
4	Naration	0	20	195	148	363	3.24	H
5	Procedure	0	22	171	176	369	3.29	VH
6	Explanation	1	10	159	212	382	3.41	VH
7	Analytical exposition	1	4	150	236	391	3.49	VH
8	Hortatory exposition	1	12	141	232	386	3.45	VH
9	News items	1	8	219	136	364	3.25	H
10	Discussion	0	22	168	180	370	3.30	VH
11	Exploration	0	22	156	196	374	3.34	VH
12	Review	4	36	180	120	340	3.04	H
13	Comparison/contrast	0	20	144	216	380	3.39	VH
14	Classification	0	32	150	184	366	3.27	VH
15	Cause and effect	0	14	141	232	387	3.46	VH
16	Problem solving	0	6	165	216	387	3.46	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need, H = High, VH = Very High

The facts in the above table show that most of the types of text that are offered to students are considered very important, with the level of Very High (VH). There are only five types of text that are at the level of High (H). This illustrates that an essay writing teaching process needs to load different types of text, so that students have experience in writing a wide variety of texts. The text type that is considered most important by students is *analytical exposition* with a mean score of 3.49, followed by an *exposition text with the cause-effect development, problem-solving text* (mean score of 3.46), *hortatory exposition* with a mean score of 3.45, and *explanation text* with a mean score of 3.41.

### Types of Topic

Students' needs regarding the types of topics are expressed by using sixteen items. The topics offered are based on common topics discussed in writing books. Table 3 below illustrates the respondents' answers on each item.

**Table 3: The Importance of Topics**

No	Types of topic	NI	NSO	I	VI	Ttl	AV	CI
1	Natural disaster	2	16	237	92	347	3.10	H
2	Pets	1	4	150	236	391	3.49	VH
3	Local history	2	78	162	68	310	2.77	H
4	Past events	3	90	150	56	299	2.67	H
5	Living environment	1	22	177	164	364	3.25	VH
6	Law	1	44	156	148	349	3.12	H
7	Fruit	5	36	168	132	341	3.04	H
8	Sport	15	90	138	24	267	2.38	M
9	General election	4	66	165	80	315	2.81	H
10	Polution	2	30	159	168	359	3.21	H
11	Leisure time	8	110	135	16	269	2.40	M
12	Street	2	60	165	100	327	2.92	H
13	Banking	7	64	171	64	306	2.73	H
14	Life styles	0	18	129	240	387	3.46	VH
15	Regional autonomy	2	112	102	80	296	2.64	H
16	Population	0	24	171	172	367	3.28	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need



The table above shows that there are only two topics that are at the Moderate level (M), while the rest are at High (H) and Very High (VH) level. There are four topics that are at very high levels, namely *pets* (mean score of 3.49), *lifestyle* (mean score of 3.46), *population* (mean score of 3.28) and *environment* (mean score of 3.25). This shows that the students need more topics that are popular in the community. Furthermore, the topics that are also included in the top ten categories are *pollution*, *law*, *natural disasters*, *fruits*, *roads*, and *the general election*.

### Types of Task/Activity

Students' needs regarding the types of task/activity are expressed by using twenty-six items. The tasks/activities offered to students are based on common tasks/activities discussed in writing books. Table 4 below illustrates the respondents' answers on each item.

**Table 4: The Importance of Tasks/Activities**

No	Types of Tasks	NI	NSO	I	VI	Ttl	AV	CI
1	Extracting information from the texts	0	10	252	92	354	3.16	H
2	Brainstorming activities	3	18	210	120	351	3.13	H
3	Mapping activities	2	20	219	108	349	3.12	H
4	Combining two or more single sentences	0	46	216	68	330	2.95	H
5	Identifying the function/use of the texts	0	26	213	112	351	3.13	H
6	Constructing single and complex sentences	1	18	204	136	359	3.21	H
7	Changing spoken texts to become written texts	0	22	207	128	357	3.19	H
8	Transferring information from tables, graphs	3	32	183	128	346	3.09	H
9	Reordering jumble sentences/texts	0	28	219	100	347	3.10	H
10	Completing incomplete texts	0	24	231	92	347	3.10	H
11	Analyzing the lexicogrammar of the texts	0	22	198	140	360	3.21	H
12	Identifying parts of the texts	0	14	198	156	368	3.29	VH
13	Identifying generic structure of the texts	0	16	234	104	354	3.16	H
14	Developing thesis statements	0	2	171	216	389	3.47	VH
15	Developing intro paragraph using different methods	0	16	195	156	367	3.28	VH
16	Developing body paragraphs	0	10	216	140	366	3.27	VH
17	Developing concluding paragraph	1	6	204	160	371	3.31	VH
18	Comparing texts with different purposes, structures	0	38	180	132	350	3.13	H
19	Producing parallel texts	0	48	171	124	343	3.06	H
20	Producing texts based on visual information	0	36	198	112	346	3.09	H
21	Drafting a text based on the pre-writing activities	0	44	204	88	336	3.00	H
22	Developing the specific rhetorical patterns	0	2	219	152	373	3.33	VH
23	Collaborative and individual writing activities	0	18	207	136	361	3.22	H
24	Developing texts with different varieties	2	16	186	160	364	3.25	H
25	Rewriting a text with different purposes	0	22	168	180	370	3.30	VH
26	Revising the draft based on comments from others	0	20	171	180	371	3.31	VH



Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need

Based on the facts described in table 4, there are 10 types of tasks/activities that should be considered important in the teaching and learning of essay writing.

They are as follow:

- developing the thesis statements
- developing the specific rhetorical patterns, such as narrative, decriptive, argumentative, etc.
- developing the concluding paragraph using various methods of development
- revising the draft based on comments from other students
- rewriting the text for different purposes
- identifying parts of the text, such as thesis statement, topic sentences, introduction, body, and conclusion
- developing introductory paragraphs using different methods of development
- developing body paragraphs using different method of development
- developing various text types
- doing collaborative writing and individual writing

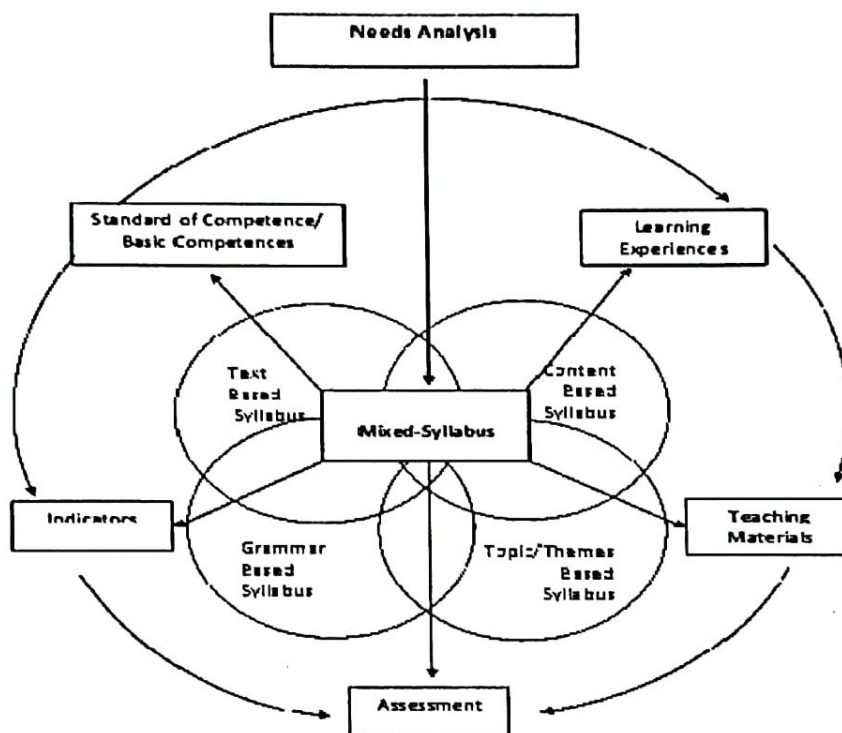
Furthermore, there are three basic schemes that become the characteristics of this model, namely the development of the syllabus, the development of learning strategies, and the development of learning materials. It is these three things that make this model different from the other models.

### **Syllabus Development**

The syllabus is a very important component in developing a systematic learning model. The components that make up a course syllabus vary, but at least the syllabus should include general information, course descriptions, standards of competences, basic competences, basic course outline, and assessment modes.

General information contains the name of the course, course credits, days and hours of lectures and lecturers names. Description of the courses is usually taken from the curriculum developed by the study program, while others have to be developed by the lecturers. The syllabus developed here is a mixed syllabus because it is developed from combining the activity of the basic principles from four different syllabus models, such as content-based syllabus, text-based

syllabus, topic/theme based syllabus, grammar based syllabus. Thus this syllabus contains the types of text required by students, the topics or themes suitable for each text being taught, the lexicogrammar elements that are important to be mastered by students in forming a particular text, and the processes through which the texts are developed. Relationships that exist among the elements can be described as follows:

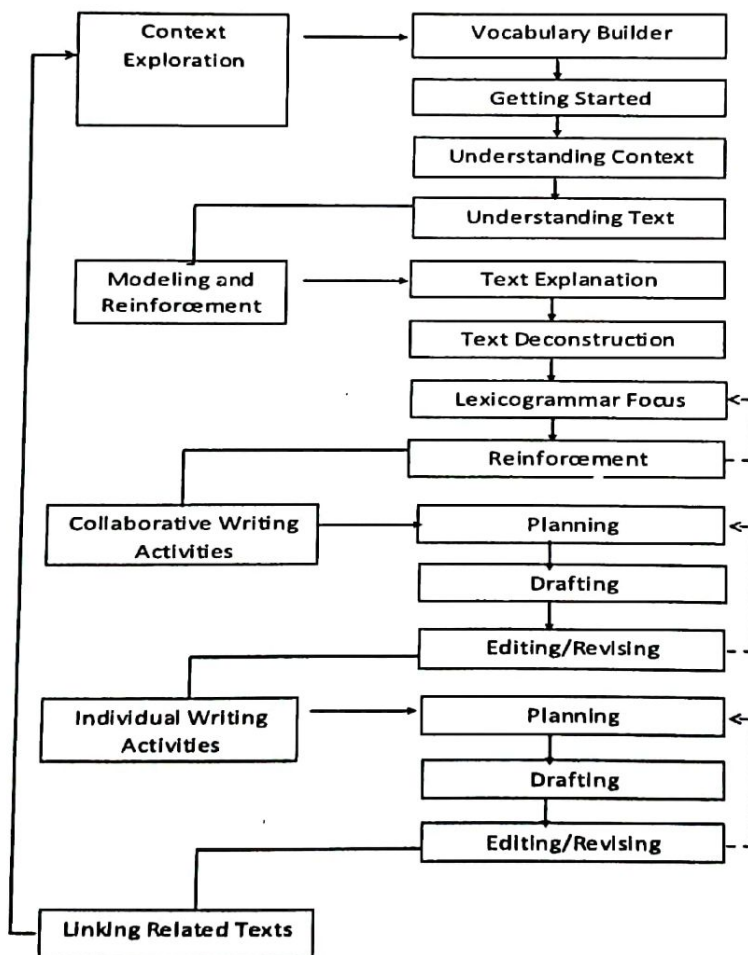


The core component of the syllabus itself is the basic course outline for one semester. The outline consists of several important elements, namely a number of basic competences that are developed from the standard of competence, performance indicators for each basic competence, students' learning experiences, a general overview of teaching materials, and forms of assessment. Based on the results of the needs analysis, the basic competences that should be possessed by students with respect to the basic components of an essay are the ability to change a paragraph into an essay, the ability to formulate a thesis statement, the ability to develop the body paragraphs, the ability to develop

introductory paragraphs and a conclusion paragraph, and the ability to develop various types of text.

### Learning Strategy

The Learning strategies for writing an essay are developed based on the results of the needs analysis and the syllabus. Each learning unit is developed into several stages which are more or less similar. The stages are exploration, modeling and reinforcement, collaborative writing activities, and individual writing activities, and linking related texts. The physical structure of the learning strategies is as follows.





## **Development of Teaching Materials**

The materials for teaching essay writing are developed based on the results of the needs analysis and the syllabus that has been developed. Teaching materials are developed based on the four components of language learning materials proposed by Hutchinson and Water which include input, language components, content, and task. Each learning unit contains at least one example of text that is directly related to the components of an essay or essay type being discussed. The second element in the teaching material developed is the theme or topic. Each learning unit has a theme. The themes are based on the results of the needs analysis.

The third element is the presentation of the dominant lexicogrammar components appropriate for each text. This element is very important because the vocabulary and grammar are basic components for the creation of a text. Furthermore, the fourth element is the skills that should be taught to students. The sub skills of writing include many aspects, especially the aspects that are directly related to the development of skills such as formulating an essay thesis sentence statement, developing outlines, skills to develop a wide range of introductory paragraphs and conclusion paragraphs, and body paragraphs. The last element is the various forms of activities and exercises that aim to help students improve their skills of writing a paragraph/essay. The types of activities that are presented in the teaching materials are based on the results of the needs analysis of the types of activities or tasks that are considered important by students.

These five elements are presented by using two approaches in the teaching of writing in a second/foreign language. The first approach is based genre approach to teaching writing. The basic principle drawn from this approach is learning to write is in form of a cycle that consists of at least four stages, namely building knowledge of the field, modeling, joint construction, and independent construction.

## Conclusion

A good model for teaching essay writing is a model that is based on the results of in-depth analysis of the data related to the students' needs on the appropriate teaching and learning process. The appropriate input enables students to enrich their knowledge and skills in the process of learning to write essays. The appropriate text types helps students develop their academic and thinking skills in writing. The appropriate topics enrich students' information in developing a wide variety of informative essays. The appropriate tasks/activities help students improve their skills in writing good essays. Thus, the process-genre based model that is appropriate and effective for teaching writing can be designed based on the result of students' need analysis.

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