



COTEFL 6TH

(CONFERENCE ON TEACHING ENGLISH AS A FOREIGN LANGUAGE)

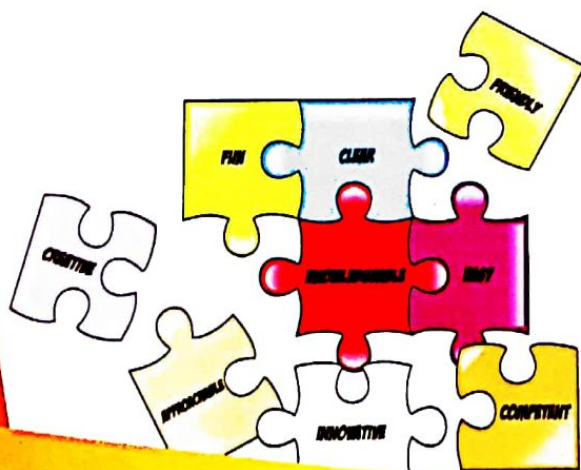


Fakultas Sastra
University of Muhammadiyah Purwokerto
20-21 May 2014

Proceeding

INTERNATIONAL CONFERENCE
ON TEACHING ENGLISH
AS A FOREIGN LANGUAGE

"Promoting Excellence in English Language Teaching
through the Improvement
of Teacher's Competency Standards"



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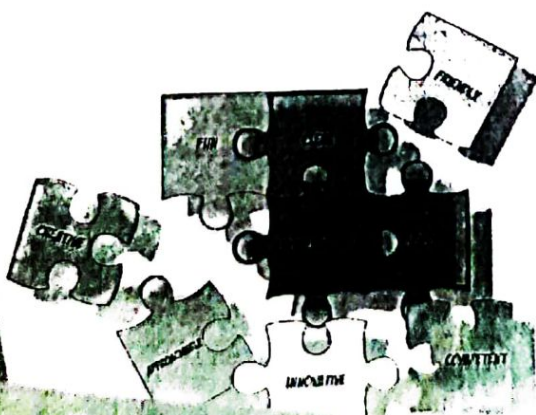
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PREFACE



Just of all I'd like to start by saying *Allhamdulillah* 'alaikum, thanks to Allah for allowing us to have The 6th International Conference on Teaching English as A Foreign Language (6th COTEFL). I wish to thank the Rector of Muhammadiyah University of Purwokerto DR. H. Syamsuhadi Irsyad S.H.,M.H. and the vice rectors for supporting us to have this conference. I wish to thank and congratulate the committee as well that has been working hard to prepare this annual activity. I'd like to thank all the keynote speakers: Diane Legget and Johanna Wood from Massey University, New Zealand, Prof. Z.N. Paul from India, Ibu Ijje Chotijah from IIB, Abdul Rahman Reijerink and Bapak Adi Cerman from Jakarta, and our Dean Ibu Sulasih Murhayati. My gratitude also comes to our reviewers: Ibu Rina Agustina, M App Ling TESOL, Bapak Pudiyono, M.Hum, Ibu Santhy Hawanty, PhD, for selecting the abstracts. I wish to thank the presenters, as you are the chosen. I wish to thank all the participants for spending your time at this COTEFL, without you all this conference will never exist.

We have passed a long journey to survive. It was five years ago we started this conference with the spirit of *Hari Pendidikan Nasional* and *Hari Kebangkitan Nasional*. We realize that education, in which the day we celebrate every May 2nd, is one of principal elements we have to pay attention to to make this country a counted one. Moral decadence problems that become the biggest problems we face in life are believed to be able to be solved by having qualified education. Today, at *Hari Kebangkitan Nasional*, we act to solve education problems around us.

Surely, men behind the education are the essence to drive the ideal education, then. In their hands, we rely on the future of our beloved country. I know I address to most of those angels, the teachers who will shape the face of the world. You are here now because you care, you want to promote your excellence, especially in English Language Teaching.

The papers we received have shown us that promoting good standards need good practices. Some of you show us you have done well. Some practice humanitarian touch in which varieties of activities done. Some prepare themselves by implementing high technology as well as creating new methods.

Whatever your ideas are, they are the seed of higher success tree that I believe can protect us from the hot sun's shine. They will grow up into big trees that give us fresh atmosphere to breathe, to live our life. I do hope our sharing ideas will exist, as we have passed it into the 6th COTEFL.

Finally, with the souls of *Hari Pendidikan Nasional* and *Hari Kebangkitan Nasional*, let's color the education on earth. I wish you a fruitful and flying color conference.

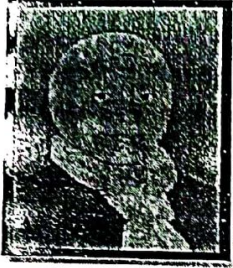
Thank you.

Wassalamu 'alaikum Wr.Wb.

Titik Wahyuningsih, S.S., M.Hum
Chairperson

ACKNOWLEDGEMENT

Assalamu'alaikum wr. wb.,



To begin, praise and gratitude are upon Allah SWT for all of His blessing and guidance bestowed unto us so that we could run this 6th Conference on Teaching English as A Foreign Language (COTEFL 6th) well. Gratitude is also kindly expressed to the committee who has devoted their time and energy to host the event successfully. To all keynote speakers, presenters, and participants, the sincere gratitude is expressed, too.

Indeed, it is an honour for us to hold the conference at what time English Language Teaching (ELT) has been encountering a set of challenges to adapt with the New National Curriculum 2013 and the globalization era. These challenges appear as waves which induce us to be much more attentive, creative, and empowered in promoting our excellence as English teachers, researchers, and practitioners. To meet the global needs with the standardised curriculum requires an integrated process from the basic level to the top one. The challenges have therefore positioned us as the executors who will produce and promote outstanding outputs for the global demands. To more extents, it will require all of the educational elements to be more competitive and professional in facing the global challenges.

Last but not least, the conference will sustain its concern on the ELT with a hope that it will discover, comprehend, and integrate all of processes and methods of English teaching in attempts to promote the excellence.

Wassalamu'alaikum wr. wb.

The Dean

Sulasih Nurhayati, S.S., M.Hum.

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STUDENTS' NEEDS ON THE PROCESS-GENRE MODEL OF 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 students' needs on the process-genre based model for teaching essay writing. This study was a survey research 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. 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

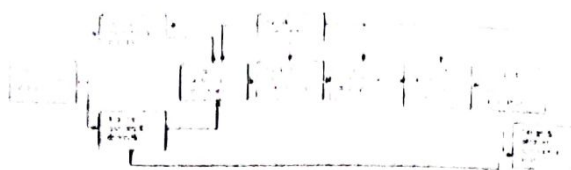
Instructional Model

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 nurturing 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 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 (goals) 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, anything that students have not understood, and anything they want to get from studying the particular subject.

Writing in English as a Second/Foreign Language

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.

Because there is a difference between writing in the native language and writing in a foreign language, writing is a skill that

is difficult for learners of English as a foreign language. A number of studies suggest that there are some differences and similarities between writing in the first language and second language/foreign. The author will transfer both good strategy and bad strategy from the first language to a second language. The similarities of two languages will assist learners in the process of writing in English as a foreign language (Friedlander, 1990: 111). Polio (2003: 39) found that the texts written in a second/foreign language and the writing process exposed by the learners show that the differences hinder or cause problems for learners. Grabe (2005: 23) reviewed several studies of the writing and the results showed that the difference between first language and second language makes writing difficult for second/foreign language learners. Hinkel (2003: 298) also found that writing in a second language consists of the dominant use of adverbials so it contains more text phrases commonly used in conversations.

To improve writing skills in a second/foreign language, experts suggest a few things. Grabe (2003: 245) argues that students should practice writing different types of relevant genres, and they have to develop their awareness of the structure of the text they wrote. Wennerstaim (2003) says that students 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.

Hyland (2003) suggests 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.

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.

Process-Genre Approach to Teaching Writing

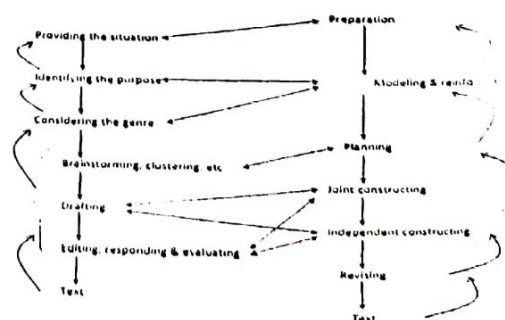
Process-genre approach in the teaching of writing in a second/foreign language is a revision of a genre-based approach by adding components of the learning in process-oriented writing. This approach was first proposed by Badger and White (2003: 153-160). This idea is further supported by Yan (2005: 18

-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 pleased with students coming from middle-class families, and let the students struggle in controlling the text being studied.

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.

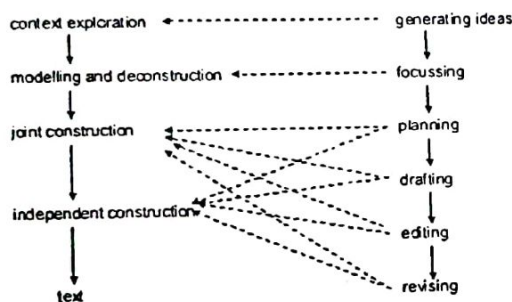
According to the experts of process-genre approach, writing activities involve knowledge of the language (as on the product and genre approaches), knowledge of the context of the where the writing is taking place, and in particular the purpose of writing (as found in the genre approach), and the skills 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:



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.

RESEARCH METHODOLOGY

The method used in this study was survey. The main objective of this research was to analyzed 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	H	VI	AV	LN
1	The social function on the texts	3	43	316	29	323	3.18
2	Linking related texts	1	29	224	112	317	3.10
3	The audience of the texts	4	67	145	46	312	2.79
4	The generic structure of the texts	0	14	132	214	342	3.41
5	The lexicogrammatical components of the texts	1	8	174	195	379	3.28
6	Brainstorming	4	58	132	112	315	3.22
7	Free writing	2	48	174	112	339	3.20
8	mind-mapping	2	12	222	118	355	3.17
9	outlining	2	26	198	124	350	3.14
10	Thesis statement	1	6	96	312	429	3.63
11	Introductory paragraph	4	2	81	325	427	3.62
12	Body paragraph	1	4	87	325	412	3.68
13	Concluding paragraph	4	14	111	254	335	3.44
14	Using appropriate transition words/phrases	1	22	159	296	373	3.33
15	Using appropriate punctuation in the text	1	14	144	224	383	3.42

Note: NI = Not Important, LI = Less Important, H = Important, VI = Very Important
 TH = 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 (mean score of 3.68). 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 3.63). 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 (mean score of 3.42), explanations of the generic structure of a text (mean score of 3.41), explanations of grammatical components widely used in a text (mean score of 3.38), and explanations of the use of appropriate transitions (mean score of 3.33). Subsequently, seven other components are at high levels. This means these seven components should also get the adequate attention in teaching and learning process.

Text types

The needs of students with respect to the types of text are expressed using the 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	TU	AV	LN
1	recount	1	30	171	115	238	3.02	H
2	Information report	0	16	228	112	256	3.18	H
3	Description	0	16	177	180	372	3.23	VH
4	Narration	0	20	195	148	363	3.24	H
5	Procedure	0	22	171	176	369	3.29	VH
6	Explanation	1	10	139	212	362	3.41	VH
7	Analytical exposition	1	4	130	236	391	3.49	VH
8	Hortatory exposition	1	12	141	252	386	3.45	VH
9	News item	1	8	219	155	384	3.25	H
10	Discussion	0	22	168	180	376	3.20	VH
11	Exploration	0	22	136	198	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	130	184	346	3.27	VH
15	Cause and effect	0	14	141	232	387	3.46	VH
16	Problem solving	0	6	163	215	384	3.46	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important
TU = 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* (mean score of 3.46), *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	LI	I	VI	TU	AV	LN
1	Natural disaster	2	15	237	92	346	3.19	H
2	Pets	1	4	136	234	375	3.49	VH
3	Local history	2	78	182	64	316	2.77	H
4	Past events	3	92	136	56	299	2.67	H
5	Living environment	1	21	177	164	362	3.25	VH
6	Law	1	44	154	218	376	3.12	H
7	Fruit	5	36	168	131	340	2.68	H
8	Sport	15	90	138	24	267	2.38	LI
9	General election	4	66	165	89	314	2.81	H
10	Pollution	2	30	139	168	319	3.11	H
11	Leisure time	8	110	135	16	259	2.43	LI
12	Street	2	82	165	106	355	2.92	H
13	Banking	7	64	171	64	266	2.73	H
14	Life styles	0	18	139	240	397	3.45	VH
15	Regional autonomy	2	112	192	86	380	3.41	H
16	Population	0	24	171	172	367	3.25	VH

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

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Table 4. The Importance of Tasks Activities

No	Typical Tasks	NI	SI	I	VI	Tot	AV	LI
1	Identifying the function of the text	0	0	0	0	0	0	H
2	Identifying the structure of the text	0	0	0	0	0	0	H
3	Identifying the language features of the text	0	0	0	0	0	0	H
4	Characterizing the text to be read/written text	0	0	0	0	0	0	H
5	Characterizing the text on formalist genre	0	0	0	0	0	0	H
6	Characterizing the text on text	0	0	0	0	0	0	H
7	Comparing complete texts	0	0	0	0	0	0	H
8	Analysing the logic structure of the text	0	0	0	0	0	0	H
9	Identifying parts of the text	0	0	0	0	0	0	H
10	Identifying rhetorical patterns of the text	0	0	0	0	0	0	VH
11	Developing thesis statements	0	0	0	0	0	0	VH
12	Developing introductory paragraphs using different methods	0	0	0	0	0	0	VH
13	Developing body paragraphs	0	0	0	0	0	0	VH
14	Developing concluding paragraphs	0	0	0	0	0	0	VH
15	Comparing texts with different purposes/purposes	0	0	0	0	0	0	VH
16	Revising drafts	0	0	0	0	0	0	H
17	Revising drafts based on visual information	0	0	0	0	0	0	H
18	Developing a text based on the pre-writing activities	0	0	0	0	0	0	H
19	Developing the specific rhetorical patterns	0	0	0	0	0	0	VH
20	Collaborative and individual writing activities	0	0	0	0	0	0	VH
21	Developing texts with different purposes	0	0	0	0	0	0	VH
22	Revising a text with different purposes	0	0	0	0	0	0	VH
23	Rewriting the text based on comments from others	0	0	0	0	0	0	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important; Tot = Total, AV = Average, LI = Level of Need

The above table reveals that all tasks are important for students. Eight tasks are at the level of Very High (VH) and the rest of them (18 items) are at the level of High (H). The task with the highest score is 'developing the thesis statements' (mean score of 3.47), followed by 'developing the specific rhetorical patterns, such as narrative, descriptive, argumentative, etc.' (mean score of 3.33), 'developing the concluding paragraph using various methods of development' (mean score of 3.31), 'revising the draft based on comments from other students' (mean score of 3.31), 'rewriting the text for different purposes' (mean score of 3.30).

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, descriptive, 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

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 help 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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