

Essay Materials Development by Genre Based-Process Model

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Abstract

This study aims to investigate students' essay writing skill improved by implementing appropriate teaching materials development and suitable approach model of instruction. Participants were students who attend essay writing subject matter. The research and development method implemented consist of survey method for identifying lecturer's needs, content analysis method for finding out appropriate essay writing teaching materials development, expert review method for knowing appropriate level of essay writing teaching materials development, and experiment method for testing the effectivity of implementing essay writing teaching materials development and genre based-process approach model of instruction. The study results showed that a) the existing essay writing teaching materials development are not compatible with students' and lecturer's needs, especially in terms of input, text types, and the kinds of topics and activities; b) there is a need for developing a new set of essay writing teaching materials development based on genre based-process approach model of instruction; c) the new essay writing teaching materials development are considered adequate enough by the experts but they still needs some revisions; d) the new essay writing teaching materials development are effective enough in improving students' essay writing skill; e) the final essay writing teaching materials development product must be students book, workbook, and lecturer manual. This new essay writing teaching materials development can be well implemented by using genre based-process approach model of instruction.

Keywords: essay writing teaching materials development, genre based-process approach model of instruction

1. Rationale

Essay writing allow students to demonstrate an in-depth knowledge of a topic based on research and reading. The skill of good essay writing is to be able to critically discuss and evaluate ideas within a set word limit. The focus of an essay is usually on developing an argument or ideas rather than on description. The essay is written in paragraphs and has a structure that includes: introduction, body and conclusion.

The academic essay is one of the most common assignments you will be asked to write in the university. The essay is a reflection of how well you have understood the basic course material, how much extra work you have put into researching the essay topic and how analytical you have been in selecting and commenting on the material you use. Of course, your essay needs to be well written so that your reader can follow and appreciate your ideas. In short: Academic Essay = understanding of course + research + analysis + good writing. There are seven main steps to write a good essay, they are analyze your prompt, gather your information by research and reading; note where your information comes from; think of your thesis; organize your material; draft your essay; revise your essay (Abrams, E. 2009).

English essay writing teaching materials development suitable for students' needs and updated instructional approach which related to the student characteristics is being one step for improving their essay writing skills. There are some instructional models of English essay writing which lecturer can choose for being the basis in developing instructional materials. They are the essay writing which is oriented to language structure, function, creative writing, content, process, and genre. Each model contains weaknesses and strengths. In this study a combination of two models is suppose to be the solution for improving students' essay writing skill.

The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). The four basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Writing is one of the four basic skills. The students start learning to communicate through written

form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult skill for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002). The ESL teachers include writing skills in the syllabus because this is an essential element for students' academic success. (Kellogg, 2008) because writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking.

Writing success is used multifarious purposes at school level. Providing assistance to the students inside and outside the classroom, awarding a grade, selection of students for appropriate courses, evaluation of programs is considered important aspects of assessment in writing skill. The process of assessment of written literacy should be well organized and well managed to make it transparent and meaningful ((Elander, Harrington, Norton, Robinson, & Reddy, 2006, pp. 71-90)

2. Research Methodology

The study conducts at writing subject matter classes. The research method is research and development. There are four methods used in this research and development. They are survey, content analysis, expert review, and experiment. Survey method was used for identifying lecturers and student needs of teaching and learning essay writing subject matter compatible with the curriculum and the new theories of writing instruction. This method used because of the respondents may be diverse and the items identified can be different. Content analysis was used for understanding the rightness of essay writing materials developed by lecturer who teach writing subject matter. This method used because of the main data is document and they were collected by using document evaluation form which was fulfilled by some lecturers of writing subject matter. Expert review was used for knowing the rightness level of the essay writing materials developed. And then the experiment was used for testing the effective implementation of the essay writing materials developed. The design of this method is pre-test – post-test control group. The phases of the research are based of small scale model (Gall, Gall and Borg, 2003, p.569). They called this model as instructional development institute (IDI). There are three main phases which must be followed in this model such as introduction (define), syllable and material development, and evaluation of the instructional materials. The define phase was used for need analysis of English essay writing materials for understanding of (a) necessity, (b) lack, and (c) want. The development phase was used for revising the existing essay writing materials and developed it based on the need and condition analysis results. The syllabus developed used mix-model syllabus (genre based-process). The components formed the syllabus is figured as the following.

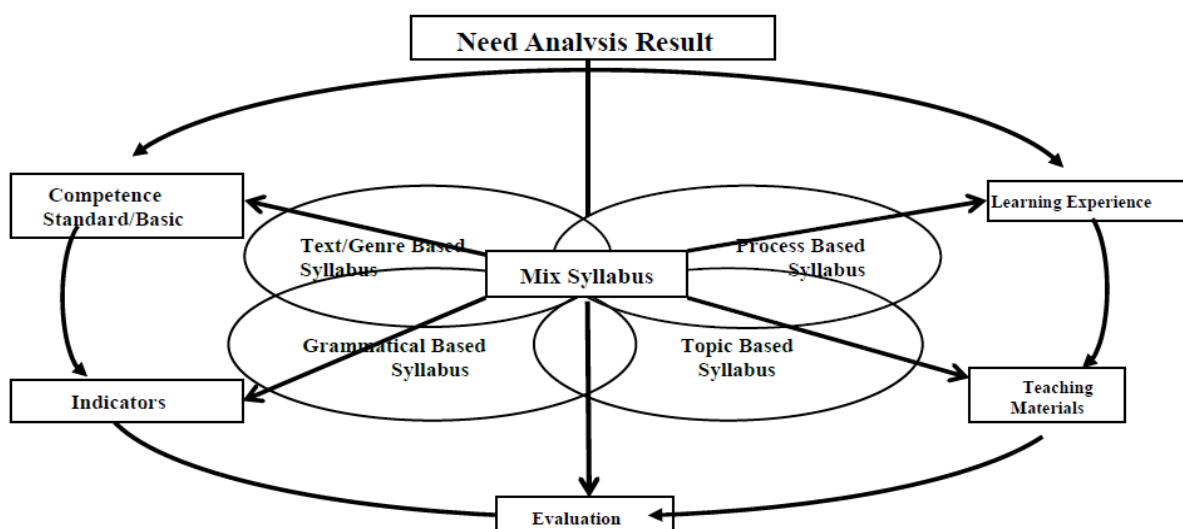


Figure 1. The components formed syllabus

After the syllabus was developed, the essay writing materials is developed. This developed material based on four language components of Hutchison and Water (2003). They are input, language, content, and task. The basic theory of

teaching writing skill used is combination of genre-process based approach model of instruction. The components formed the teaching materials developed is figured as the following.

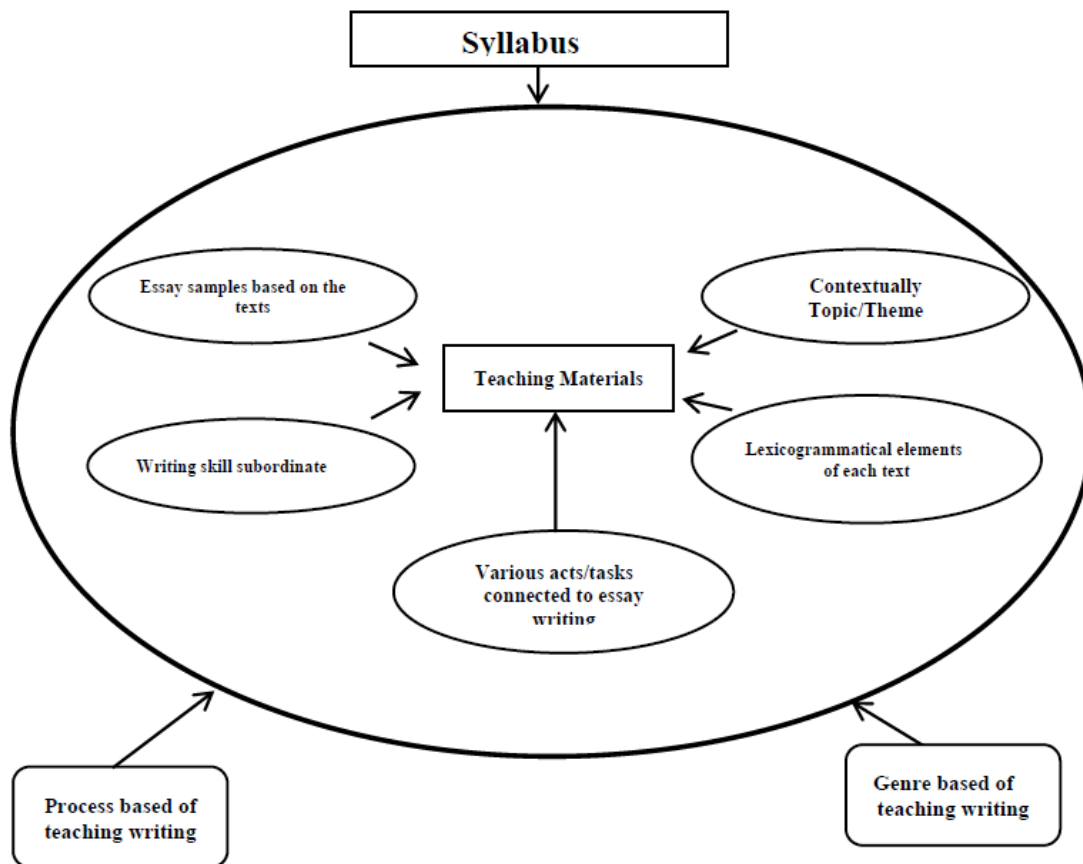


Figure 2. The components form the teaching materials

The research data is grouped in two kinds (quantitative and qualitative). The data analysis technique was based on the research and development phases.

3. Results and Discussion

There are three research phase results discusses here (introduction/define), develop, and evaluation. The result of define research phase was (1) the finding of student needs analysis and (2) condition analysis. According to student needs analysis founded that there were three aspects of student needs (necessity, lack, and want). The following table 1 describes the student need analysis findings.

Table 1. Student needs analysis finding

Necessity	Lack	Want
Subject matter described that student must know the basic component of the short essay and be able to develop various essay well	The problems faced by the students in pre-writing act was to identify text generic structure component, suitable information sources, lexical and grammatical component, organization, and make synthesis sentence	Lecturer and students wants based on input showed that the subject matter must consisted of paragraph samples development strategy and description, synthesis sentence, paragraph introduction and conclusion, mechanics, generic structure, and grammatical and transition
Stakeholders needed that students must be able to write 12 types of texts (descriptive, recount, procedure, narrative, new item, anecdote, report, explanation, analytical exposition, hortatory exposition, discussion, and review) and they must be able to teach them to senior high school students	The problems faced students while doing writing were to develop conclusion sentence, to use tenses, to say ideas, to use the right words and phrases, to describe process, to use level of words, to develop supporting ideas, to say cause and effect, to say argumentation, to use cohesion mains, to develop paragraph introduction, to write the main ideas in each paragraph content, to construct a description, and to say comparison The problems faced in the post writing act were the using of various cohesion features, identify irrelevant ideas, changing verbal modes to written, correction of grammatical mistakes and vocabulary use	Types of text needed by lecturer and students were analytical exposition, persuasive exposition, explanation, description, comparison, cause and effect, report, and problem solving There were eight important topics which have to consider in developing essay writing teaching materials (street function, pollution, fruits, life style, natural disasters, pets, law inforce, and environment Activities wanted by lecturer and students were developing theses sentence, specific rhetorical types, conclusion paragraph, draft revision, rewriting text for different objective, identify parts of texts, introduction and content paragraph, developing various texts, and collaboration and individual acts

Based on the table above, it can be said that there is correlation among the students and lecturer needs of more good English essay writing. For instance, the lack of constructing thesis sentence or to describe supporting ideas for each paragraph content. The students and lecturer want the problem must be solved by giving enough description. The second lack is the stakeholder needs of various texts studying by the students in the class, formed of analytical and persuasive exposition, explanation, discussion, exploration, description, comparison, cause and effect, report and problem solving. Based on these lacks, it can be said that there are the same wants among students, lecturer and the stakeholders. The third lack is the forms of activities must be done by the students and lecturer in the instructional process. For instance, the lacks correlated with the act of constructing thesis sentence, developing conclusion sentence, the uses of tenses properly, to say ideas, to use phrases properly, to say the existing of something, to use level of words, to develop supporting ideas, to develop correlation of cause and effect, to say argumentation, to use cohesion features, to develop introduction paragraph and the main idea of each paragraph, to formulate a summary, and to say comparison which directly correlated to their wants of acts/tasks/practices in order to improve their skills to solve the problems.

From the need analysis results above it can be known that the students need of English essay writing teaching materials which consists of description and samples about basic components of an essay which have various text types for completing their tasks of writing subject matter and the need for teaching in senior higher. The text types need by students and lecturer are analytical exposition, persuasive exposition, explanation, discussion, exploration, description, comparison, cause and effect, report, and problem solving. The topics need by students and lecturer in English essay writing teaching materials are natural disaster, pets, life style, environment, law, fruits, pollution, and streets. The activities, tasks, and practices need are thesis sentence development, specific rhetorical types, conclusion paragraph, draft revision, to write again a text for different objection, identify text parts, introduction and content paragraph, to develop various text type, collaborative and individual acts.

The objective condition analysis finding details correlated with English essay writing instructional is described in table 2 bellow.

Table 2. The objective condition analysis findings

Dimension	Findings
The lecturer profile	There are 30% Ph.D. They are still less experiences of teaching English essay writing. There are two lecturers had taught the subject matter in 10 years and then there are some who are new of doing teaching of this subject matter.
The students English essay writing ability	There are four evaluation components of the essay writing faced by students got serious problems, they are organization, cohesion, vocabulary and grammatical.
Syllabus analysis	Many of text types needed by students have not in the syllabus. There's not instructional methodology informed and there are only four types of essay writing developed.
The proper of the existing teaching materials	Generally, the existing materials do not fulfill the student needs, especially the teaching input, text types, and acts/tasks/practices.

The above table 2 noted that the need of teaching materials still not relevant with the objective condition. The students need teaching materials consists of various texts suggested by stakeholders and the lecturer needs teaching materials which can guide him/her well and suitable with their wants in order he/she can teach students to improve their writing skills optimally.

Based on the above findings and description, it can be stated that the result of the introduction research phase (define) showed that there was a discrepancy between need analysis and situation analysis. To solve this problem, in the second research phase (syllabus and materials development), has to be suitable with the students' needs. The syllabus development is mixed which combining of basic principles that comes from four kinds of syllabus, such as process-based syllabus, texts, topic/theme, and grammatical. The core component of the syllabus consists of basic competence which developed from standardize competence, achievement indicator, students' learning experiences, general description of the instructional materials, and form of evaluation which measures the students' achievement.

The result of develop phase of research showed that syllabus is being very important component in developing systematical English essay writing teaching materials. It developed based on the need analysis. This need figured on each component in the syllabus. The components which formed the subject matter syllabus must be variously and it must consist the general information, subject matter description, standardize competence, basic competence, instructional strategy/method, and evaluation system. The general information consists of the subject matter nomenclature, credit points, day and hour of lecture process and the responsible lecture. The subject matter description principally cited from the curriculum and others must be developed by the lecturer who responsible of it.

The developed syllabus here is mixed syllabus. It developed from the activities which combined basic principles from four types syllabus, they are process based, text based, topic based, and grammatical based. That is why, this syllabus contains of various texts needed by the students, topics/themes suitable with each text taught, important lexico grammatical components which must be understand by students in constructing certain text, the processes which be done in developing the text.

The mixed syllabus choice based on the findings from need and objective condition analysis. The first is need analysis result showed that students need text/genre type which is supported to do lecture tasks and support them to teach in senior high school. This point to the usage of text base syllabus. The second is the student ability to produce sentences with used lower lexico grammatical. More of the students faced problem in using certain grammatical elements. That is why, the lexico grammatical aspects correlated with text will be written must be taught to them, so the elements which in structural syllabus must be combine to text based syllabus. The third is students want various topics in order they do not be bored and can get new knowledge from the topic discussed. That is why, the responsible lecturer has to organize topics which in the lesson unit in order it cannot be repletion topic in the different unit. The forth is writing is a repeated process or it can be in once. Every student has to experience how to plan a writing, early writing draft, doing revision towards the draft, and write the writing draft until getting a good writing result. Because of the English essay writing is a process in the instruction implementation, so the process based syllabus need to be added to the new syllabus developed. And at the end, the syllabus developed is the syllabus which combining some elements from text based syllabus, structural syllabus, topic based syllabus, and process based syllabus.

The main component of the syllabus is the semester lecture basic framework. It consists of basic component which developed from standardize competence. The second component is student achievement indicator for each basic competence. One basic competence can be more than one achievement indicator. The third component is student learning experience which is formed in general instructional stages. The fourth component is general description about the teaching materials which used based on the instructional stages. And the last component is evaluation system which is prepared for measuring the students learning achievement. The relationship of the all elements of the development syllabus is figured as the following.

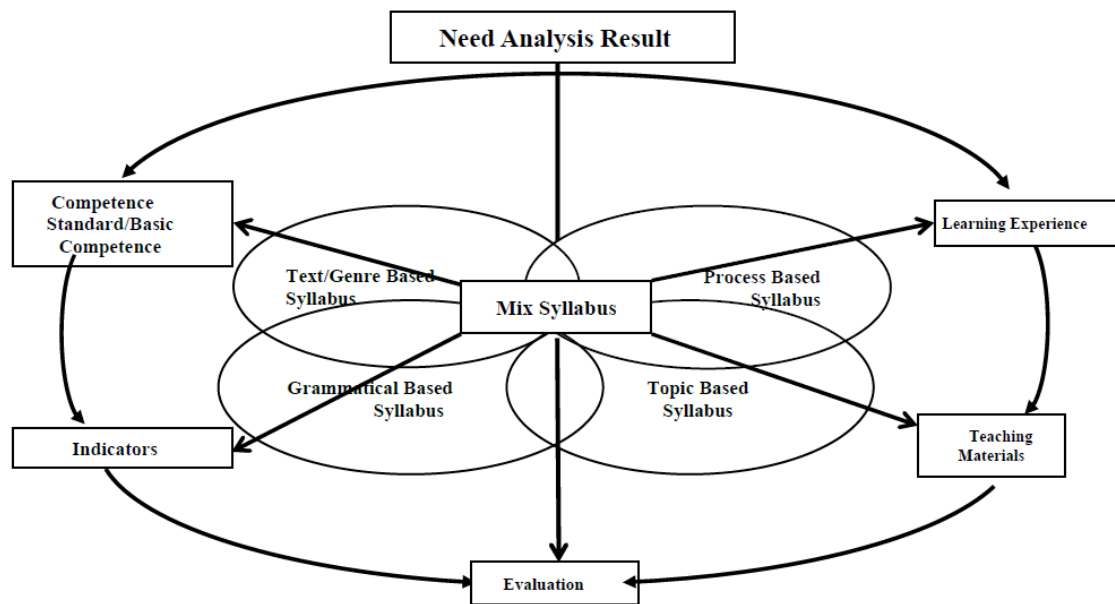


Figure 3. The components formed the developing syllabus

One of the important syllabus component is standardized competence and basic competence of writing subject matter. The need analysis result showed that student need basic essay writing skill and the skill to develop various text types. So, the standardized competence in this subject matter is student be able to develop various essay writing type based on basic components which must be in each text type. The basic competence is developed from standardized competence which had been formulated to some competences of mastering basic component of an essay and the competence of any essay. Based on the need analysis result, the basic competence which must be mastered by the students is the basic component of an essay of the ability to change a paragraph to be an essay mastery for constructing thesis sentence (ability to develop content paragraph, develop of introduction paragraph and conclusion paragraph). And then, the basic competence for some text types is the ability to develop texts of information report, development of explanation text, comparison text, cause and effect, analytical exposition, persuasive exposition text, and discussion text. The second element is student achievement indicator for each of the basic competence. The third is student learning experience which is in the form of general instructional steps. The fourth is the general description of teaching materials used based on the instructional steps. The last is the evaluation form which prepared for measuring student achievement. The following table 3 describes the syllabus format and sample of two instructional unit content.

Table 3. Syllabus format and samples of two instructional unit content

Week	Specific competent	Indicators	Topics/ materials	Learning experiences	Assessment	Time allotment
1	The students are able to change a paragraph text into an essay text	They students are able to identify the similarities and differences between a paragraph and an essay; to recognize the structures of an essay; and to develop an essay based on a paragraph	To form paragraph to an essay	Exploration, modeling and reinforcement, collaborative writing, activities, and individual writing activities	Writing test and portfolio	4 x 50 minutes
2	The students are able to understand and identify the basic elements of a short essay	The students are able to identify the important parts of essays, to analyze the elements of essays, and to develop essays based on certain topics	Exploring the essay	Exploration, modeling and reinforcement, collaborative and individual writing activities	Writing test and portfolio	4 x 50 minutes

According to the above table 3, reaching the basic competence is shown on student ability in gathering targets/indicators of the competence. The teaching materials of how to achieve the construction of paragraph to essay is depending on how can the lecture did the process of teaching well. he/she must to implement the instruction stages which had been

determined. This means that the development of syllabus based on the result of need analysis towards the teaching materials. There are four components of English teaching materials which be accommodated, they are input, language, content, and the task. And then, the basic theories of teaching writing be that the combination between teaching writing process and genre based approach model. Each unit of teaching minimum consists of one sample text which directly connected to essay component discussed. For instance, the first unit consists of topic about how to develop a paragraph to be an essay. The type of text discussed in this unit is a text of paragraph and the text form is being an essay with the same topic and content. The second component in teaching materials developed is theme/topic. Each teaching unit has theme. The themes choice based on the need analysis result. For instance, the first unit in this teaching materials stated the theme of generally animal and specifically pets. This theme choice because of based on the need analysis result wanted by many students. The third component is lexico grammatical. This is very important because of the vocabulary and grammatical are being the basic component to construct writing. This means that, one cannot write well if he/she has not had enough vocabulary of the topic which will be written and the ability to use grammar based on text types which will be developed. The four component are the subordinate of the essay writing skill which must be taught to students. These consists many aspects, especially connected directly to essay development such as the skill to formulate thesis statement, the skill of developing outline, the skill of developing various introduction and conclusion paragraph, and the skill of developing the paragraph content. And the last component is various types of acts and practices which aims to improve students essay writing skill. Various types of acts develop here based on the need analysis result of acts or tasks which considered important to students. The samples of acts and tasks developed in these teaching material are to develop a paragraph to be an essay, to develop thesis statement, to develop introduction paragraph, to develop paragraph content, to develop paragraph conclusion, to develop various essay such as report, description, comparison, cause and effect, and exposition.

The five components describe above applied to use two English writing approaches. The first is genre based approach. The basic principles adopted from the statement “that writing instruction is a cycle which consists of minimum four stages, they are to develop student knowledge about what they will write (building knowledge of the field), giving modeling, practice writing together and controlled (joint construction), and freely writing individually (independent construction)”. The second approach is process based approach. The basic principles adopted is that writing is a process which minimum doing three stages (planning, drafting, and editing). The essay writing teaching materials early draft figures as the following.

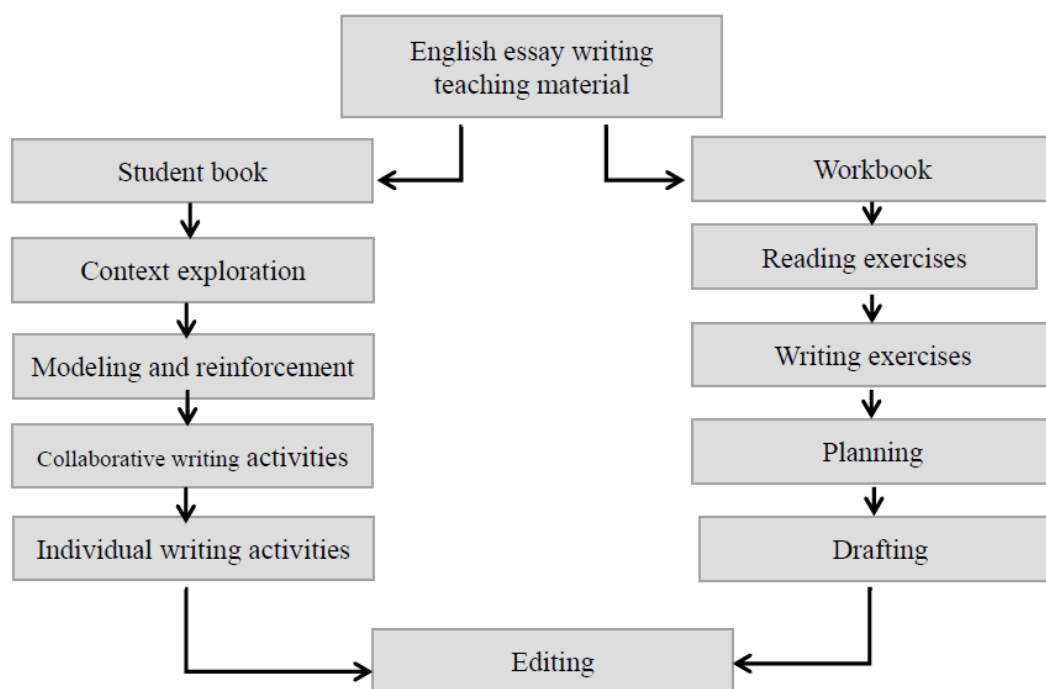


Figure 3. The teaching material basic structure

Good student book is used in the class togetherness with lecturer and without helping of workbook, the teaching process will not process effectively. The early draft consists of context exploration (acts object to develop student knowledge about the topic/theme and the essay writing components which will be discussed in the next stage). Modeling and

reinforcement consists of theoretical discussion of essay elements or text type discussed, talking about text model which had been introduced in exploration stage, and exercises for strengthen student comprehension of the concepts introduced. Collaborative writing activities consists of acts which object for improving student skill to develop essay completely or to develop one part of essay in pair, in group, or together. The students assumed will not directly write individually because of to write needs trial and error and level of higher feeling free. With the acts of writing collaboratively, the responsible can be separated to other one and each individual can also learn from what was written from other. Writing collaboratively is divided into three writing process stages. The first is making planning of what will be written. Here, the students in group collected information connected to topic will be written and then they develop an outline essay which will be written. The second is to write the early draft. Here, the students are asked to develop essay writing in group. Each member actively participates in developing each sentence which will be in the essay that they will write. The third is to edit the essay which had been written. Essay which had been written by a group is read by other group for getting inputs in order to revise the draft. And then based on the comments given by other groups, each group revises the essay which they will write. Individual writing activities object to practice students to develop the essay parts or to write the complete essay. Here, they do all activities which is in the collaborative writing act well. The three stages writing process which done in collaborative writing is also being the part of individual writing.

Student book consists of reading and writing exercises. Reading exercise consists of comprehension practices towards text samples which they will be produced in the next practices. Writing exercises object to reinforce student acts in doing writing which applied out of class until they have much writing experiences. Essay writing teaching materials which is developed consists of student book and workbook. The student book consists of 12 units. Each unit consists of exploration, modeling and reinforcement, collaborative writing activities (planning, drafting, editing, and writing), and individual writing activities. The workbook consists of reading exercises for comprehension practices to the samples texts and writing exercises for adding student activities out of the class.

The last phase of the study is evaluation. The result is about expert review of the teaching materials development, revision of teaching materials development based on the expert review statements, limited testing result, revision based on the limited testing result, the result testing of text readability used, result of experiment, and final revision of the English essay writing teaching materials development. Expert review was done by using triangulation of three relevant experts suitable with needs and their competences. They are writing and genre experts, linguistic expert, and English design instructional expert. Basically, this expert review results two data types (quantitative and qualitative data). The result of the quantitatively testing is described in the following table 4.

Table 4. Expert review of essay writing teaching materials development

Assessed aspects	Expert						Mean score	Category
	Linguistic		Writing and genre		English design instructional			
Approach and objective	4.25	4.18	3.86	3.48	3.88	3.56	3.87	Good
Organization and design	4.10	4.51	3.59	3.68	3.78	3.69	3.89	Good
Information type	4.50	4.85	4.60	4.45	4.68	4.35	4.57	Very good
Text type	4.65	5.50	4.15	4.28	4.40	4.39	4.56	Very good
Topic and theme type	4.55	4.35	4.05	3.81	4.05	4.35	4.19	Good
Practice form	4.55	4.75	3.75	3.65	4.15	4.25	4.18	Good
Assessment type	4.25	4.25	3.45	2.85	3.25	2.81	3.47	Good
Mean score	4.41	4.62	3.92	3.74	4.02	3.91	4.10	Good

Based on the above data, it can be said that cumulatively the mean of expert review of the teaching materials development is categorized good. Theoretically, the form of expert review result is relevant and comfortable to use by students in improving their essay writing skill. And in the qualitative context, the expert review stated, suggested, and recommended the essay writing materials development must be revised. The experts statement and recommendation are as in the following table 5.

Table 5. The expert comments and recommendations

Aspect	Comments and recommendation
Approach and objective	Needs detail description of general objective Needs detail description of learning ability, preface and institution objective Needs detail description of the first part before go to the second part Needs teacher book consists of usage description and rationale of why the approach used available The student book instruction not yet describe about the student and the teacher wants Needs description the deferent between text and essay Needs proofreading for linguistic mistaken
Organization and design	Not clear enough about text sequence and instruction process towards new syllabus development (it must be described in the teacher book) Each end of the teaching material needs verbal inforce The acts most focused to reading and writing integration, the speaking and listening did not take any attention Modeling guidance and practice of verbal to written did not yet take any attention, however, this was being the strength of genre based approach Needs of alternative act in the teacher book Conversation act should be in the modeling stage
Information type	Thesis statement description must be more deem based on the correlated genre Table of content must be more detail in order to show the linguistic elements Needs strategy for bridging the writer wants of to practice student to write long text (essay) and to comprehend text types
Text type	Needs theoretic description about causality and discussion texts Should be good to put comparison and causality text development after discuss of essay. Were the comparison and contrast and cause and effect texts categorized genre or paragraph development strategy?
Topic/theme type	The six and ten topics should be connected to suitable English grammatical usage Give topic frequency balance of writing practice The topic of pets and plants and fruits did not the same level with other topics
Practice type	Draft revision practice needs the act of using certain tense in the text Needs of guided writing to free writing in the stage one and two (gradually the proportion must be more free writing practice) Practice of verbal mode to written mode had not seen yet Had not seen yet how the teacher model the writing process in practicing of modeling stage, given text model and text comprehension practice still more, so the scaffolding principle which was in genre based process approach did not yet implemented completely Give listening practice then discuss what to listen and together with teacher go to writing practice in modeling stage
Assessment type	Test and assessment means must be added with grammar for forming and strengthening student linguistic competence Evaluation means and guidance to do that is being the certain characteristic from the two approaches combination design by the writer

Based on the evaluation and expert comments and recommendations, the English essay writing teaching materials need to be revised. Revision applies for exploration in vocabulary building, getting started, and understanding a text. Vocabulary building objects to inforce students vocab in the way of to introduce words or phrases connected to topic will be transferred in each lesson unit. By this way, student will be supported to do the next acts. Getting started objects to activate student schemata about the topic which will be discussed and directly being act to text comprehension model in writing process. Understanding a text objects to see the student general comprehension about the sample texts which will be discussed in the next stage.

Reinforcement and modeling are also deemed in the way to divided them into two parts, such as explanation and exercises. Explanation consists of information described about concepts discussed in each lesson unit. This is also followed by relevant samples. Exercises is applied to strengthen student understanding and comprehension about the concepts which had been described in explanation part.

In the part of individual writing activities is deemed by divided it in acts suitable with the writing process itself (planning, drafting, editing, and revising). That is why, the acts which in this part is the same with collaborative writing acts. The new design in student book is self-assessment. This consists of rubrics which can be used by student in evaluating their writing ability. It objects to give them opportunities for making self-assessment objectively. So, the English essay writing teaching materials revision draft is as the following.

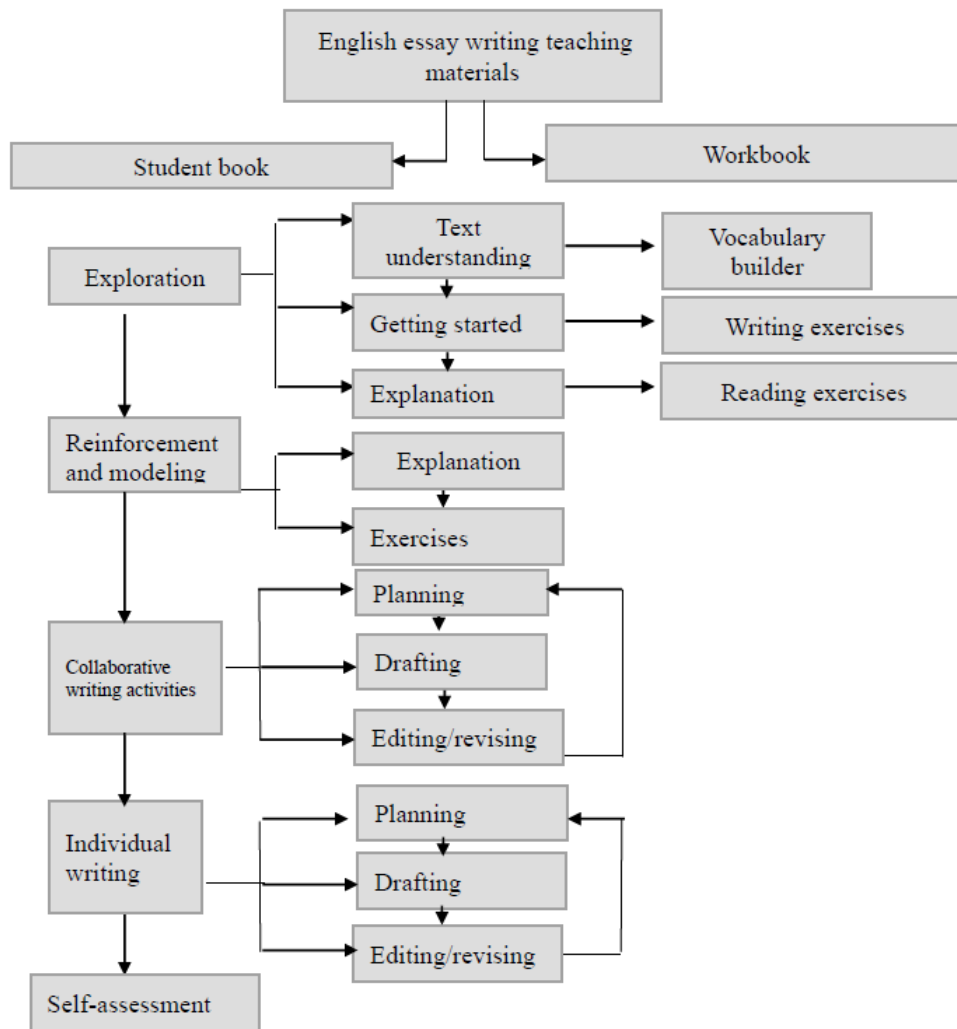


Figure 4. English essay writing teaching materials revision draft based on expert evaluation

After revision in the first phase, then the English essay writing teaching materials experimented limitedly to one class group. It is used one shot case study. There were 40 students being the samples for instructional process. It is also being the primary step for knowing the effectiveness classically in the field. And especially this experiment objects to improve the student English essay writing skill.

The student English essay writing ability was founded as the following. Objective evaluation is used to measure the student writing skill. The result of student essay writing was evaluated by two evaluators (inter-rater). And then the result of the two evaluators then tested with ranking method for knowing the coefficient of inter-maker reliability. Based on the limited experiment result by using one shot case study with implementation of English essay writing teaching materials which was evaluated by using expert review and had been making revision, the student achievement of English essay writing skill had been reached the target of 65.00. The student achievement of English essay writing skill from the instruction program had reached to mean score of 66.44. This score got from the sum of the first and second value based on the five aspects of writing assessment (content, organization, vocabulary, grammar, and punctuation and spelling).

The lecturer perception was founded from two data (qualitative and quantitative data). Quantitatively, it was founded from the questioner which consists of items by four alternatives (very agree, agree, less agree, and not agree). The following table 6 describes the lecturer perception score of English essay writing teaching materials development.

Table 6. The lecturer score of English essay writing teaching materials development

Category	Lecturer			Sum	Mean	Perception level
	A	B	C			
General perception	2.78	3.31	2.85	8.94	2.98	Good
Specific perception						
1.Information type (input)	2.76	2.67	2.59	8.02	2.67	Enough
2. Text type	2.78	3.05	2.78	8.61	2.87	Good
3. Topic/Theme type	2.65	3.93	2.65	9.23	3.07	Good
4. Practice type	2.97	3.15	2.58	8.70	2.90	Good
Mean score	2.79	3.22	2.69	8.70	2.89	Good

The table above describes that accumulatively, the lecturer perception of English essay writing teaching materials mean score showed 2.87 or in the level of good category. So, empirically, the English essay writing teaching materials is reliable and relevant to use for improving the student writing skill. And in the qualitative context, the lecturer also gave comments and recommendation towards the English essay writing teaching materials. These are being references for making correction and revision to the English essay writing teaching materials.

The student perception was also founded from two data (qualitative and quantitative data). The following table 7 describes the student perception score of English essay writing teaching materials.

Table 7. The student perception score of English essay writing teaching materials

Student	General perception	Specific perception				Mean	Category
		Input	Texts	Theme	Practice		
1	2.95	2.92	3.00	2.90	3.00	2.95	Good
2	3.10	3.08	3.25	3.00	3.05	3.10	Good
3	3.00	3.00	3.00	3.00	3.00	3.00	Good
4	3.00	3.00	3.00	3.00	3.00	3.00	Good
5	2.76	3.25	3.38	3.60	3.58	3.31	Good
6	3.14	3.42	4.00	3.60	3.00	3.43	Very good
7	3.19	3.25	3.00	3.00	3.37	3.16	Good
8	3.19	2.92	3.00	3.00	3.00	3.02	Good
9	3.05	3.00	2.88	3.00	2.89	2.96	Good
10	3.14	2.92	3.00	3.00	3.00	3.01	Good
11	3.14	2.92	3.00	3.00	3.00	3.01	Good
12	3.52	3.67	4.00	4.00	2.84	3.61	Very good
13	3.00	2.33	3.00	2.80	2.74	2.77	Good
14	2.95	2.33	2.00	2.80	2.74	2.56	Enough
15	2.90	3.00	3.00	3.00	3.00	2.98	Good
16	3.14	3.08	3.00	3.00	2.95	3.03	Good
17	3.05	3.00	3.00	3.00	3.00	3.01	Good
18	3.05	2.92	3.00	3.00	2.95	2.98	Good
19	3.00	3.08	3.00	3.00	2.95	3.01	Good
20	2.90	3.08	3.38	2.90	3.05	3.06	Good
21	3.10	2.92	3.50	3.10	2.89	3.10	Good
22	3.19	3.00	3.38	3.00	3.05	3.12	Good
23	2.95	3.17	3.50	2.90	2.89	3.08	Good
24	2.76	3.25	3.50	3.60	3.53	3.33	Good
25	3.29	3.50	4.00	3.50	3.00	3.46	Very good
26	3.14	3.25	3.00	2.80	3.26	3.09	Good
27	3.05	2.83	3.25	3.10	2.95	3.04	Good
28	2.86	2.83	3.25	2.80	2.84	2.92	Good
29	3.00	3.00	3.38	3.20	3.00	3.12	Good
30	3.29	2.75	3.50	2.80	2.79	3.03	Good
31	3.57	3.67	4.00	4.00	2.84	3.62	Very good
32	3.10	2.33	3.00	2.80	2.74	2.79	Good
33	3.00	2.58	2.00	3.00	2.63	2.64	Good
34	2.90	3.00	3.25	3.20	3.11	3.09	Good
35	3.38	3.17	4.00	3.40	3.05	3.40	Good
36	3.05	2.92	3.38	3.20	2.79	3.07	Good
37	3.19	3.00	3.88	2.90	3.11	3.21	Good
38	3.05	3.00	3.25	3.10	2.63	3.01	Good
Mean	3.08	3.01	3.23	3.11	2.98	3.08	Good

The table above describes that accumulatively, the student perception of English essay writing teaching materials mean score showed 3.08 or in the level of good category. So, empirically, the English essay writing teaching materials is reliable and relevant to use for improving the student writing skill. And in the qualitative context, the students also gave comments and recommendation towards the English essay writing teaching materials. These are being references for making

correction and revision to the English essay writing teaching materials

Revision of the English essay writing teaching materials based on the limited experiment result was done by pay attention to the comments gave by lecturer and students. They are more about the systematical and content of the English essay writing teaching materials. First revision is the design and it was separated in three parts (student book, workbook, and teacher manual). The student book is in good category and it has to make revision on the texts used and practice type. And then in this book, the specific objective must be added in each instructional unit. In the workbook must be added of practice type and changed of some texts which were not relevant. And the lecturer manual is the new book added to complete the English essay writing teaching materials which had been developed before. This consists of instructional steps which must be done for each development teaching materials, key answer for practices which is not more than one, test samples, and assessment rubrics for evaluating the student English essay writing skill. The form of presentation in this manual is suitable with the units in the student book (12 units).

The test of text readability used was done for being the instruction essay model. This was done in two ways. Firstly, it used readability test tool. The aspects consider in this test is Flesch Kincaid reading ease (level of easy reading materials), Flesch Kincaid Grade Level (level of reading materials), percent of complex words (percentage of complex words), and average words per sentence (mean word per sentence). The following table describes about readability test by using readability test tool.

Table 8. The result of text/essay readability usage

Text	Flesch Kincaid Reading Ease	Flesch Kincaid Grade Level	Percent of Complex Words	Average Words Per Sentence	Readability Level
1	70.5	8.3	7.64	19.64	High
2	55.7	9.3	19.44	15.43	Enough
3	71.4	7.5	8.56	16.97	High
4	60.1	8.9	16.79	16.02	High
5	80.1	6.3	5.46	16.98	Very high
6	70.3	6.9	9.16	14.03	High
7	71.1	7.3	9.69	16.03	High
8	46.1	10.9	20.68	16.23	Enough
9	79.2	6.7	5.91	17.89	High
10	75.6	6.7	8.81	16.21	High
11	59.6	9.6	15.96	18.79	Enough
12	71.1	7	8.68	14.6	High
13	71.4	7.5	8.56	16.97	High
14	80.1	6.3	5.46	16.98	Very high
15	75.6	6.7	8.81	16.21	High
16	54.4	9.4	13.92	15.14	Enough
17	57	10.8	11.46	22.15	Enough
18	37.2	13.2	20.69	20.71	Low
19	67.5	7.2	12.62	13.38	High
20	61.8	8.2	15.28	14.4	High
21	57.9	9.4	12.17	16.85	Enough
22	65.8	8.1	15.19	16.33	Enough
Mean	65.43	8.28			High

The next test is the empirical readability test towards students. It was used cloze procedure and short answer for measuring student comprehension level. Text which were easy understand by the student refers to high readability level. For writing need, the texts were being the model. The minimum limitation mean score which will be the readability limit is 60. Based on the cloze procedure and short answer test, all texts in the English essay writing teaching materials which had been evaluated limitedly can be used. The following table describes the result of cloze procedure and short answer analysis.

Table 9. The result of readability analysis using cloze procedure and short answer test

Text	Student means score result	Readability level
1	70.5	High
2	65.7	High
3	71.2	High
4	60.1	High
5	80.1	Very high
6	70.3	High
7	71.1	High
8	66.1	High
9	79.2	High
10	75.6	High
11	69.6	High
12	71.1	High
13	71.4	High
14	80.1	Very high
15	75.6	High
16	64.4	High
17	68.2	High
18	61.4	High
19	67.5	High
20	61.8	High
21	61.8	High
22	65.8	High
Mean	68.4	High

The experiment result was done for field testing of the English essay writing teaching materials. This means to get valid empirical English essay writing teaching materials. Pretest and posttest control group design is used because of there are four parallel class, and so the cluster sampling applied for choosing two classes. The reason is the researcher should not change again the students in the class. Class A and C choice as the samples and the class A as the control and class B as the experiment class.

The researcher stated the hypothesis for testing the English essay writing teaching materials based on the literature review about the teaching materials and the genre process based approach model of instruction. The hypothesis stated is “*the student ability who are learning the English essay writing teaching materials through genre process based approach model is higher than the student ability who are learning the English essay writing teaching materials through conventional approach.*” The statistical hypothesis is $H_0: \mu_1 \leq \mu_2$ and $H_1: \mu_1 \geq \mu_2$. μ_1 is mean score of *the student ability who are learning the English essay writing teaching materials through genre process based approach model* and μ_2 *the student ability who are learning the English essay writing teaching materials through conventional approach.* The following table describes about the t-test summary.

Table 10. The t-test summary

Item	Control group	Experiment group
Mean	4.39	10.22
Standard deviation	8.62	7.08
Participants	38	38
Db	37	37
SD x SD	74.3	50.1
t-o	3.22	
t-t	2.00	
Significant level	0.05	

According to the table 10 above, it can be concluded that t-o is 3.22 and t-t is 2.00. it means that H_0 is rejected because of t-t is higher than t-o, so automatically H_1 is received. That is why, the revision based on the experiment result is only done to spelling of two texts which is desired less relevant. Based on this, it can be concluded that significantly the English essay writing teaching materials developed do not take any change of physical structure and the content.

The last model of the English essay writing teaching materials developed in this study started from need analysis phase, development phase, and implementation phase is said finish and final. This teaching material is called “English essay writing teaching materials genre process based approach model instruction.”

4. Discussion

There are some factors supported to develop this effective English essay writing teaching materials through genre process based approach model instruction. The first, it was developed based on student and lecturer need analysis and objective condition analysis of English essay writing instruction. The problem faced by the students in English essay writing and the

wants of suitable with their needs is being prime consideration in the development process.

The writing theories supported the teaching materials development firstly came from Celce and Olshtain (2000, p. 142). They stated that writing if seen as a language skill which used for communication has the same skill with reading and speaking. Writing produce written words which results a text but the texts has to read and comprehend in order they the communication be. In other words, the writer present ideas in the form of written texts and from the texts, the readers get ideas and meaning. Sometimes the writer writes texts for him/herself, for instance list of purchasing, dairy, and lecture notes. But more of us do writing in order other people can read and understand the messages presented in the texts. Sokolik in David Nunan, (2003, p. 88), defined writing seen in some aspects. Writing is an act of physical and mental which in the basic level, writing to realize words or ideas to some media, such as writing on paper by using computer. And in other stage, writing is a mental act for gathering ideas, thinking how to express the idea to be clear statement and paragraph for the readers. The objective of writing is to express and give impression to the readers. That is why, the writer in principle to serve his/her wants to express ideas or feeling and to the readers who need to get ideas described certainly. The writer then has to choose the right form of their writing and each form has different complexity level depend on the objective. Writing is a process and product. The writer does consideration, constructing, write a draft, editing, reading, and read again. This writing process is being a cycle and sequence. And the last what is seen by the readers is a product of an essay, letter, story or research report.

Hyland (2002, p. 5), stated that there are three prime approaches in writing research and instruction. The first oriented to text-oriented teaching. The focus of this approach is the texts which then to correct, analysis, and test by using various ways through formal elements or content structure. The second is oriented to writer oriented teaching. The third is reader oriented teaching. This approach focuses on the read role in doing writing, add with social dimension which discussed about how the correlated writer in constructing coherence texts.

The writing instruction focused on language structure based on linguistic knowledge and words choice, syntax type, and cohesive complex which formed texts (Hyland, 2002, p. 2). This approach used four steps of instruction. They are familiarization, students are taught certain elements from English grammar and sum of vocabulary usually through texts. Controlled writing, students manipulated types which had been fixed through substitution act. Guided writing, students imitate texts which being the model. And free writing, students used types which had been studied for essay writing.

The important principle in writing instructional model is focused on text function which connected language structure with meaning and being the language usage as a criteria of teaching materials. This approach focuses on certain language styles form certain communicative functions and students can taught the vital relevant functions to their needs. Language function is being the feature for reaching the writing objective (Reid, 1987, p. 6).

Smalley, Ruetten, and Kozyrev (2009) developed teaching writing materials based on process and function. The instruction consists of description and practice about paragraph structure, essay structure, and sentence structure. Students taught to followed the steps of freewriting, generating ideas, drafting, revising, and editing. The technique is brainstorming, freewriting, questioning, and clustering (mapping). So that, writing instruction surely nondirective and personal. Writing is a way to share personal meaning and then the writing lesson focuses on individual strength for forming self-finding (Hyland, 2002, pp. 13-14).

The second, choosing the genre process based approach model instruction in developing the English essay writing teaching materials rightly based on various student ability level. The objective condition analysis result showed that the student mean score ability was in low minimum score. It means that there were not many students have good level in English essay writing ability. This showed that process based approach will not effective to use in teaching the students who have middle to high ability. And then genre based approach is also less relevant to use, because of this approach is suitable to the students who have middle to low level ability. That is why, it is better to combine the two approaches being genre process based approach model instruction in order the students who have less ability can be helped by the students who have high ability in an act of writing collaboration.

In the context of genre, Swales (1990, p. 58) defined genre as a class of communication events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of parent discourse community, and thereby contribute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints, choice of content and style. Communicative purpose is both a privileged criterion and one that operate to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarities in terms of structure, style, content, and intended audience. The genre name inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation.

The characteristic of genre is a set of communicative event, the principle criterion feature which change a set of communicative event to a genre is some set of communicative objects which togetherness have, the genre samples variate

according to the prototype, the rationale back to genre forms limitation of contributing the content, performance, and the form, and a discourse of the community of genre is being an important comprehension source (Swales, 1990, pp. 36-56). Martin (1984, p. 65) defined genre as a goal-oriented and has stages. Genre also has generic structure (schematic), that is typical organization structure which has pre-activity, whilts-activity, and post activity. The samples of this genre is recount, report, narrative, descriptive, exposition, and observation.

There are three basic assumptions in the genre based approach. The first is learning the language is a social act. Here the language instruction is being learning to mean and to expand one's meaning potential which impact to three elements (the student learning the language, the student learning through the language, and the student learning about the language). The second is learning process can be implemented effectively if lecturer presenting explicitly about what he/she hope from the students. Here the genre based approach is very pay attention to preparing students with knowledge of explicit language. The third is the learning process is being a set of development steps (as the scaffolding development steps) which discussed different aspects from a language Feez and Joyce, 1998, p. 8).

Characteristic of process based is the syllabus did not plan before the teaching started, the lecture elements and the sequencing elements is negotiated togetherness with students in instructional process, the syllabus is more the retrospective record about what will be along the instruction process than as a prospective planning about what will be, the instructional focus is into the language instruction process not to product or output, and the process syllabus usually as a list of the activities implemented by students (Feez and Joyce, 1998, p.16).

Brown (1995, p.139) defined teaching material is whatever correlated with systematic description of techniques and practices used in instruction. This is about textbook, audio and visual program, games, various activities implemented in the class. And the key of material development suitable with which was described and organized effectively in order the lecturer can use it without confusion and need not much time preparation. The teaching material consists of knowledge, skill, and attitude which has to learned by students in order to reach standardized competence. It consists of knowledge constructed of facts, principle, procedure, skill, attitude and value. The fact teaching material is the object name, people name, symbol, history event, part name, component and the others. Concept teaching material is understanding, definition, the nature, and the content. The principle teaching material is formula, postulate, paradigm, and theorem. The procedural teaching material is the steps to do something in sequent, for instance, the steps to telephone someone, how to make a cake, and or how to plant a tree. The effective aspect teaching material is giving response, receiving something, appreciation, internalization, and assessment. And the motoric teaching material is pre-movement, semi routine, and routine. That is why, the teaching material development is what the writer, teacher/lecturer, and student done for giving input source to various experiences designed to improve the language learning (Tomlinson, 2011, p. 2).

5. Conclusion, Implication, and Recommendation

5.1 Conclusion

The essay writing teaching materials which is needed by students is essay writing of genre based-process teaching approach which consists of student book, workbook, and teaching manual. And based on the field testing, this teaching materials can improve students' English essay writing skill. So, in implementing of this English essay writing teaching materials is more helping students in improving their essay writing skill. That's why, in its implementing, lecturer must to apply the steps of essay writing genre based-process instruction level of improvement. The lecturer must to choose exact activities which are not only focus to the process but also to the acts of the final result.

Based on this all phases of research and development, there are some conclusions that between the need analysis and situation showed that there is discrepancy of students, wants and the lecturer, such as a) the kinds of information, b) kinds of texts taught, c) kinds of themes talked, and d) kinds of tasks done by students. It means that the existing syllabus and teaching materials before the research done did not fulfill the student needs which suitable with their wants, the institutional objectives, and the stakeholders wants. In order to minimize the discrepancy of the student needs and condition in the field, a new syllabus must be developed based on theoretical review which is suitable with the need analysis. The suitable syllabus is mix syllabus which is combining with some elements of structured-based, functional-based, topic-based, process-based, and text-based syllabus.

The syllabus which was designing well developed to be English essay writing teaching materials. This teaching materials was developed based on two writing approaches, they are process and genre approaches. These two approaches choice to combined because principally they had more similarities. The different was on the weaknesses of the process approach being strength of the genre approach. That is why, the two approaches will be fulfilled each other if they are combined.

The essay writing teaching materials developed based on combination of the two approaches which is being three separated books. The first one is student book used together between students and lecturer in the class. This book consists of information and essay writing tasks which is principally can be used without workbook which objectively for giving

reinforcement to students in order to improve their writing skill. This book can also be used as structured addition activities out of the class. The last book is teacher's manual which objects to give knowledge, guidance, and suggestions to the lecturer about how to teach each unit in the student book.

Combining of English essay writing teaching materials using genre-based approach model did not only focus on the teaching materials itself, but it also followed with ways of its implementation to the teaching process class. This means that English essay writing has two sides, they are as the writing product which results any kinds of genre/texts and as the writing process follows certain instructional steps, based on the combination of proses approach and genre-based approach. These were seen on each teaching material phases of each unit.

The three teaching materials developed experienced vital changes on each evaluation phase in order the eligible teaching materials can be optimal. The final revision of the teaching materials showed that generally separated in two parts, the one part consists of essay writing basic elements (there are five units and each unit started from specific objectives, exploration, modeling and reinforcement, collaborating writing, and finished with individual writing. The second one part of the essay writing teaching materials is about kinds of texts. This part consists of seven units which each unit discuss different kind of texts. Each unit started from specific objectives, exploration, modeling and reinforcement, collaborative writing, and finished with individual writing. As addition of each unit in this part, it adds with rubrics for self-assessment. The activities in collaborating phase and individual writing is systematically bigger with is divided into three writing process phases (planning, drafting and editing, and revising).

The expert evaluation showed that the English essay writing teaching materials based on genre based-process approach model is relevant to use in the aspects of a) objectives and approaches, b) design and organization, c) kinds of topic/theme choice, f) kinds of practices given, and assessment kinds used. But specifically, there are some items with low category value and they have specific attention in revising the teaching materials in the next phase. Revision of the teaching materials based on the comments and suggestions.

The result of limited try and error showed that the teaching materials is good enough and can improve the students writing skill. This is showed from the student and the lecturer perception is good. The student improvement showed significant of the pre-test and post-test mean scores. So that, the comments from students and lecturer was being important in order to make revision to the teaching materials in next phase.

The result of readability test tool showed that there are only two texts which got lower readability level and the others are higher. These two texts were revised in order to get good readability level. And the result of cloze test and reading comprehension test showed that the students level of comprehension is high. This is important because of texts used as model must be readable and comprehended well by the students.

The result of pre-test and post-test control group design showed that there is very significant of student English essay writing skill which used the new developed teaching materials than the existing teaching materials. That is why, the new developed English essay writing teaching materials is effective to improve student essay writing skill.

5.2 Implication

Teaching essay writing based on genre based-process approach model focus on the students experienced a systematical process in English essay writing and results kinds of essay which has the right social function, generic structure, and lexical-grammatical. These three elements are being the basic of genre based-process approach model of English essay writing instruction.

This kind of teaching materials take the principal of the lecturer to consider zone of proximal development from students and giving the right scaffolding in the instructional process. In other words, if the teaching materials is on the higher than the student ability, so more helps must be given by the lecturer in order they can get the maximum development zone, and if the teaching materials is one level above the mean scores of the student ability, the lecturer must to help them by making reinforcement in order their knowledge and skill can be improved.

The instruction of the right lexical-grammatical is being the first characteristic of English essay writing materials development of genre based-process approach model. And then, the balanced of English essay writing process and product is being the other characteristic of English essay writing materials development of genre based-process approach model. The lecturer can make students do writing process recursively starts from planning, drafting, editing and maybe back to revision toward planning and redrafting, reediting recursively for resulting a good essay. Continuously, the good product will be resulted by then right instructional phase process starts from knowledge activate of students background about topic to be written, giving the right model and sample texts and suitable practices in order to improve their comprehension of text types which they can write, and write it collaboratively for giving experiences to whom do not yet be able to write individually, and the to write individually after they are able to do that, and then back to activate their knowledge for other text types. That is why, there is a cycle of English essay writing which can make students be able to write the right writing product.

5.3 Recommendation

The lecturer is hoped to implement English essay writing materials by using genre based-process approach model to students based on their improvement and ability. He/she must also to choose the right ways and creates activities to balance the process and product acts and give balanced proportion in order the students can reflect the final objective of writing (product) and to get the learning objective that they must follow the phases of writing (process).

The tasks in student book are good enough and lecturer is motivated to use workbook as reinforcement materials as being the structural tasks out of the class. And to do assessment to the writing process and product, it was suggested that lecturer use the right rubrics. The lecturer manual will be good materials for solving problems connected with assessment acts.

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