



A Model of Genre-Based Paragraph Writing Materials for The Second Semester Students of English Education Study Program at Jambi University

Lilik Ulfiati
lilikulfiati@gmail.com
Universitas Jambi

Dinda Rahma Faiza
Dindarahmafaiza@gmail.com
Universitas Jambi

Abstract

Writing is as essential language skill that require the college students to be able to have good language learning. The aim of this research is to develop supplementary Paragraph Writing materials in behalf with Genre-Based Approach (GBA) as the underpinning instructional theory. This research focus on arising problem out here is: How is a model of genre based paragraph writing materials for the second semester students of English Education Study Program at Jambi University developed? In this research, research and development (R&D) was the type of research. In addition, the researcher carries out a series of data in which the earlier data collecting by interviewing the six students and it is followed by analyzing paragraph writing syllabus and writing samples to collect more data and information. The participants of this research are the six students at the fourth semester students of English Education Study Program at Jambi University.

The research indicated that the second semester students need to learn three topics of paragraph writing materials they are; 1) descriptive, 2) cause and effect, and 3) comparison and contrast paragraph. When the analysis stage and design stage have done by the researcher. The researcher continued the development stage by involving the learning materials and design validator who validate the validity of the product. Then the product is tested by the six students as the users of this product. In conclusion, the researcher continue to evaluate the product's weaknesses.

Keywords: *Genre Based, Paragraph Writing*

Introduction

Writing is one of important skills which should be learned by the college students to express their ideas or to communicate within academic forums. Writing is also required in University context, particularly writing in English. Besides the students' language proficiency is not only indicated by the spoken language but also in a written language (Brown, 2003).

Based on the preliminary interview protocol which conducted by the researcher, she found that most of students argued that there are some purposes of writing courses such as to finish any assignments given by the lecturers, to increase writing proficiency, and to write a thesis. The inclination of these circumstances found among the students of English Education Study Program at Jambi University.

Regarding to curriculum of 2016, the students of English Education Study Program at Jambi University should take three levels of writing courses they are: (1) Paragraph Writing (3 credits), the first or basic of writing course requiring the students to build their knowledge to write a simple English paragraph in college context, (2) Essay Writing (3 credits), the second or intermediate level of writing course provides the students to write a good essay in English, and (3) Academic Writing (3 credits), the third or advanced level of writing course aims to develop the students' writing proficiency to write an academic writing in English.

Referring to those statements above, the researcher focuses on discussing paragraph writing course for the second semester students of English Education Study Program at Jambi University. Harmer (2004) reinforces paragraph as a cluster of sentences dealing with a single topic. In line with Harmer (2004), the researcher defines a paragraph writing as a great thinking and a skillful activity of organizing and developing the ideas into meaningful written form.

The researcher has already conducted the preliminary interview protocol to the six students of at the fourth semester students. The interview session was held on November, 24th 2017. This interview used to enrich the data collected from interviewing the students on what is needed for the second semester students about paragraph writing materials. The six students stated that there were some books usually used such as worksheet, workbook and so forth. In fact, the students also stated that paragraph writings' book used in teaching learning process within their

second semester, for example, Paragraph Development: A Guide for Students of English by Arnaudet and Barret (1990). (see. Appendix 16).

Therefore, the researcher aspires to develop a model of paragraph writing materials for the second semester students of English Education Study Program at Jambi University. Module defines as a unit part of course that divided into several parts to emphasize the particular aspects or skills for the students (Donnelly & Fitzmaurice, 2005).

Hence, the researcher's goal in conducting a research and development (R & D) because Genre-Based Approach (GBA) as the underpinning theory to the researcher to develop a model of Genre-Based Paragraph Writing Materials for the Second Semester Students of English Education Study Program at Jambi University in form of printed module is needed by the college students.

In accordance with the problems stated above, it becomes the background of the researcher interested to conduct this research and choose a topic "A Model of Genre-Based Paragraph Writing Materials for the Second Semester Students of English Education Study Program at Jambi University".

Research Question

The researcher formulated the problem as follows: "How is a model of Genre-Based Paragraph Writing Materials for the second semester students of English Education Study Program at Jambi University developed?"

Research Objectives

Through the formulation of research question above, this research aimed in developing a model of Genre-Based Paragraph Writing Materials for the second semester students of English Education Study Program at Jambi University.

Research Methodology

This research designed by using Research and Development (R&D) and developed by using ADDIE model. Borg and Gall (2003) define, research and development is a systematic model used to design a model of instructional program or product in which involves a need assessment implement to be developed. The researcher used ADDIE model because ADDIE model is one current model of Research and Development models that is used for creating instructional material (Branch, 2010).

Those five stages include a need analysis, design, development, implementation and evaluation.

In analyzing stage, the researcher analyzed the instructional document such as syllabus used by English Education Study Program and the samples writing collected from the fourth semester students of English Education Study Program. Then, the researcher analyzed the students' need through interview. After got the result from analysis stage, the researcher designed the product. In designing the product, the researcher only design a framework of module. Furthermore, the researcher developed the material started from developing cover and contents of module. Next stage was implementation. Before the product implemented to the users, it should be validated by product and material validator. The last stage was evaluation. All of the result from some revision it could be summarized in evaluation stage.

Findings and Discussion

Analyzing Stage

The first step in this research was analysis. It was needed in order to develop module as a media in teaching and learning. The researcher has already done a preliminary interview on what is needed for the second semester students of English Education Study Program at Jambi University.

The researcher analyzed the syllabus' needs to know the purpose of syllabus, teaching, and learning activities that applied in the institution. The researcher interviewed the fourth semester students of English Education Study Program to analyze the students' problems and needs within teaching-learning paragraph writing materials.

English Education Study Program at Jambi University is located on Jln. Raya Jambi Ma. Bulian, Mendalo Darat Jambi. The fourth semester students of English Education Study Program consisted of four classes. There are 30 until 36 students in each class. One of classes was lack of paragraph writing sources as supplementary material for students.

There are two data that are found by the researcher from instructional document; data of the syllabus. It is described as follows: First, in the process of observation, the

researcher found that the institution implemented curriculum of KTSP. Therefore, the module was designed based on the standard competences and the basic competences that were applied in the institution. Second, based on the syllabus that is used, the researcher found that at the second semester students should learn three genres of paragraph writing; descriptive paragraph, cause and effect paragraph, and comparison and contrast paragraph.

Based on the result of students' need interview, the supplementary material was needed as a description in selecting material, topic, design, and others. Based on the stage of analysis, the students at English Education Study Program at Jambi University is required to take three levels of writing courses they are: (1) Paragraph Writing (3 credits), (2) Essay Writing (3 credits), and (3) Academic Writing (3 credits). Then, based on the students' needs interview in analysis stage, there are some points that should be addressed in a module as supplementary material. First, the material should be interesting. Then, the material should be clear and the paragraph genres that included in the module should be based on the students' interest. Therefore, interesting pictures, materials and cover are two helpful things in developing the material. Then, the topics that included in the material should be related to current phenomenons that make the students feel pleasing when they learn paragraph writing materials.

Designing Stage

Design step is started from designing cover, designing content and designing index. In designing cover the researcher considered with some parts such as designer's name, title, skill focuses, paragraph genres, target students' level, publisher and year. Furthermore, in designing content the researcher also considered with some parts such as definition of the paragraph genres, social function of the paragraph genres, examples of paragraph genres, and exercises related to the paragraph genres. Then, in designing index the researchers designed a list and take a note of the name or topics that are referred to in a module. Index used to find out the address of the topics.

Developing Stage

The next is development step. Development step is generating the content or production step where everything that has been made in the design step becomes real. In developing step, the researcher developed module start from developing cover and contents followed by the rules in design step. Both of cover and content were developed based on the result of need analysis in the first step. Then, it was developed by considering components of learning media performance such as font, font size, pictures, shapes and colors.

Implementation Stage

Next step was implementation. Before the researcher implemented the product to the users, it had been validated by learning materials and design validator. First expert is as the learning material validator. She assessed, gave comments, and suggestion toward the content of module. Second expert is as the design validators. He assessed, gave comments and suggestion related to design of cover and contents such as color, picture, font size, layout.

Based on the comments and suggestions from learning material validator, the researcher concluded that as following; (1) revise the grammar and the spelling, (2) recheck the compatibility language, and (3) arrange the equal font types and sizes for the whole units for each paragraph writing exercise.

Furthermore, based on the comment and suggestion from the design validator, it can be summarized that following; (1) revise the modesty language of Building Knowledge of the Text activities to make it be more clear.

After the module had been validated by the validators, then the module implemented to the user. The users of this module were fourth semester students of B Class in academic year 2016-2017 at English Education Study Program. The module was implemented in one group which consisted of six students on May 21st, 2018. They were ask to read and understanding the module then answer the questionnaires that given by researcher. The questions consisted of 11 questions which describe as follows:

The Result of Useability Testing

No	Questions	Response	
		Yes	No
1.	Is the cover of Paragraph Writing Module interesting?	6	-
2.	Is the picture cover of Paragraph Writing Module interesting?	6	-
3.	Is the pictures content interesting?	6	-
4.	Is the theme fonts and font colors eyes- catching?	6	-
5.	Are paragraph writing materials enriching your comprehension in doing writing practices?	6	-
6.	Are you easy to understand content of this Module?	6	-
7.	Does the materials which were provided related to current phenomenon and daily life?	5	1
8.	Are there any difficulties in doing writing exercises?	6	-
9.	Does the materials explanation which provided facilitate you in doing wrtiing exercises?	6	-
10.	Does this Module motivate you to learn Paragraph Writing Module?	6	-
11.	Does this Module at all have filled your needs?	6	-

Based on the students' responses from questionnaires clarified that this module is interesting because of the available pictures, the font types, the font sizes, and the materials were provided facilitate and help the students to study paragraph writing materials. The researcher concluded that this module is already fulfilled the students' needs and interesting for the second semester students. They can understand the material and also they can be motivated to learn paragraph writing

Evaluation Stage

The researcher conducted evaluation stage after collecting the data from implementation stage. The data that have been got by the researcher needed to be analyzed further. Then, the results of analysis were used to revise the module based on students' needs and another possible revision.

- 1) Revision from learning material validator

The module that had been developed was validated by learning material validator have some revisions. There were some comments and suggestions related to the materials.

2) Revision from design validator

Based on evaluation, comments and suggestions from design validator, the module that had been developed still has some weaknesses that must be revised.

Conclusions

The researcher has produced supplementary materials in form of a printed module for the second semester students at English Education Study Program of Jambi University. This module could help the students to study paragraph writing materials it is concluded; 1) the printed module was developed based the lack of learning sources used by the second semester students at English Education Study Program of Jambi University within they were learning Paragraph Writing Course. The most of available sources used by students usually in form of black and white worksheet or photocopy, 2) this product is printed module which focused on a model of Genre-Based Paragraph Writing materials for the second semester students. It is supplementary material of the main sources in learning paragraph writing course. In addition, the contents of this module covered three main materials; descriptive paragraph, cause and effect paragraph and comparison and contrast paragraph

Suggestion

The first, the researcher inspires that there will be furrther researcher who interesting to continue the weaknesses of this research. The further researcher who aspires to develop paragraph writing materials as the second, third or fourth edition. Hence, there will be anothers module in behalf of Genre-Based Paragraph Writing or Essay Writing or even Academic Writing materials.

The second, the exercises of this module were designed in an essay form. Therefore, the researcher suggested to the next researcher to create module which provides many variation of writing exercises form.

The third, it might be better to not only involve the students but also the writing lecturer in order to analyze two sides of the students' and the lecturer's needs to synchronize the result of need analysis.

The fourth, for the improvement of this research, the researcher suggested to the further researcher that the writing materials not only cover the three paragraph but also improve the three paragraph genres have developed and continue to analyze the paragraph genres that the students rely on to be applied in their daily activity.

The fifth, the weaknesses of this research is able to attract the further researchers' attention to do improvement because many novice researchers prefer to do new research rather than improving the old research to make it be more perfect.

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