



THE DESIGN OF TEACHING WRITING MATERIALS FOR UNIVERSITY STUDENTS: A GENRE BASED APPROACH

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Abstract

This study aims to (1) describe the needs of textbooks in learning to news writing which are used as development teaching materials and design learning, (2) design textbooks and design learning that are in accordance with the analysis of student needs, (3) develop text books and design learning for news writing based on a genre process approach for students, and (4) to find out the potential influence of developing news writing text books and design learning based on the genre process approach to learning outcomes. This research is research and development. The subjects in this study were 26 students. The results of the study indicate that the news writing text book and design learning as a result of this development has a potential influence in improving students' abilities and understanding of news writing materials in university.

Keywords: developing, teaching materials, design learning, news writing, genre process approach

INTRODUCTION

Writing is a creative activity and is unique to the educated. The ideal is that all educated people are capable of writing, because the ability to write is a distinguishing feature of the intelligentsia from the general public. Students as a group of educated people should be skilled at writing. But the fact is contrary, students tend to be passive and receptive. They attend and attend lectures only as part of their daily routine. Meanwhile, lecturers are often considered as a source of knowledge that must be heard and accepted by the material. Such a display is very apprehensive because students have to take and complete periodic assignments and final assignments related to writing. According to the author's cursory observation, the tendency and temptation to commit plagiarism is actually due to the powerlessness of the perpetrator in writing. If traced further back, this is due to a lack of writing skills.

Learning writing skills in tertiary institutions must be well managed in order to be able to encourage independent students in reasoning, be able to see the relationship between concepts and materials, be able to communicate in writing, be able to find their own knowledge and skills, and be able to solve problems at hand. In line with that, students must be trained to interact and negotiate well with their surroundings, be given the opportunity to reflect on the learning process they are taking, and be given the opportunity

to develop their own learning strategies. Thus, students can develop their abilities and skills as well as possible.

In language teaching context, writing is one crucial skill which is necessary to be possessed by students. This skill involves the students in meaning-focused use, language-focused learning and fluency development (Nation, 2009) to tell the readers about something and position them to accept the information said (Knapp and Watkins, 2005). In learning this skill, students are frequently demanded to master diverse types of texts.

One of the factors that determine the success of learning to write is the availability of teaching materials. Based on an initial survey conducted by researchers on teaching materials for News Writing courses, it is known as follows: (1) News writing teaching materials used by lecturers in the field so far are textbooks derived from writing books such as Tarigan, Pratama, Widyanoto, Daniel Parera, Prize, Mudrajad Kuncoro and others; (2) these books cannot be used as teaching materials, but only as reference books. The statement was based on the fact that the books were incomplete, did not contain all material about writing, were less contextual, did not suit the needs of students, did not include instructions for learning activities, exercises, and assessment rubrics. Therefore, new, complete, attractive, and easy-to-understand language is needed for students.

In this regard, lecturers and students need a complete textbook consisting of titles, competency standards, basic competencies, indicators to be achieved, materials, exercises, and assessments. Therefore, lecturers should be able to prepare themselves in presenting textbooks as a means of supporting learning in order to achieve the desired goals. Thus, the role of textbooks as one component of learning is very important in an effort to improve learning outcomes.

Given the importance of writing courses, especially News Writing for students, it is necessary to develop effective, efficient, and innovative textbooks in supporting the learning process in the classroom. In this research and development, the researcher wants to develop teaching materials in the form of textbooks. The results of developing News Writing teaching materials are used in News Writing learning activities in classrooms. The strategy for using these teaching materials is through face-to-face learning activities. The teaching materials as a result of this development are expected to be a solution to assist lecturers in learning and provide convenience for students to improve their writing skills.

Based on the description above, this textbook development activity is motivated by a phenomenon that occurs in the field that lecturers are still very dependent on textbooks that are already available in the circulating textbooks. The textbooks contained in the textbooks are taught by the lecturers without any effort to examine in depth the suitability of the available teaching materials with the demands of the needs.

The learning method of writing news as basic journalistic knowledge is still very monotonous, namely in the form of one-way lectures and less varied assignments. This causes learning to be meaningless and boring. Students are not motivated by what they learn. Without motivation to learn, students will not learn and ultimately will not achieve success in learning.

So far, learning to write has emphasized more on the results in the form of writing, not on what students should do when writing. Students immediately practice writing without learning how to write. The lecturer asks students to write according to the basic competencies in the curriculum. When finished, the students' writings were collected, corrected, and assessed by the teacher. This activity is continuously carried out which

results in students feeling bored and not enthusiastic in participating in writing learning. As a result, students' writing skills are very low.

One of the efforts to improve the quality of writing learning is to innovate learning models through the application of a genre process approach. This approach is a combination of a process approach and a genre approach (Nordin & Mohammad, 2006; Lee, Goh, Chan, & Yang, 2007).

According to Badger & White (2000), basically there are three main approaches in learning to write, namely (1) product approach, (2) process approach, and (3) genre approach. However, because each of these approaches has its own advantages and disadvantages, they are considered complementary, so a new approach is suggested, called the genre process approach (Badger & White, 2000; Kim & Kim, 2005; Xu, 2005; Kaur & Chun, 2005; Kim, 2007; Yan, 2005; Gao, 2017; and Lee, Goh, Chan, & Yang, 2007).

According to Badger & White (2000), in learning to write basically it must be considered that writing includes knowledge of language (as emphasized in learning to write with a product approach and genre approach), knowledge of the context in which the writing is used, especially about the purpose (as in the approach to writing), genre, and language skills (as in the process approach), as well as writing development events through empowering students' potential (as in the process approach), and through providing input as a source of student responses (as in the product approach and genre approach). The writing learning approach that pays attention to these considerations is called the genre process approach (Badger & White, 2000).

According to Lee, Goh, Chan, & Yang (2007), the genre process approach in learning to write is a combination of a process approach and a genre approach. Planning, drafting, conferences, editing, and peer revision are components of the process approach, while understanding and consideration of purpose, audience, and context are components of the genre approach (Nordin & Mohammad, 2006).

The genre process approach views the importance of writing development through input that is relevant and related to the context, purpose, and audience (readers). In addition, this approach also emphasizes and encourages students to use linguistic features and structures that are dominant in certain writing genres. In other words, this genre process approach allows students to learn how the relationship between the purpose and form of certain writing genres as they are arranged in an iterative process starting from prewriting, drafting, revision, and editing (Yan, 2015).

The problems related to this research are how to develop News Writing teaching materials based on the genre process approach used in the Indonesian Language and Art Education Study Program at University of PGRI Semarang, how is the need for textbooks in News Writing learning which is used as development teaching material, how is validation News Writing textbooks were developed in the second semester, and what is the potential effect of News Writing textbook developments on learning outcomes.

Starting from these problems, the general purpose of this research is the formation of news writing teaching materials based on the genre process approach in the Indonesian Language and Art Education Study Program at University of PGRI Semarang which can be detailed as follows, to describe the needs of textbooks in learning to write news writing which are used as development teaching materials, to develop the validation of News Writing textbooks in the second semester, Indonesian Language and Art Education Study Program, Faculty of Teacher Training and Education, University of PGRI Semarang and to

determine the potential effect of News Writing textbook development on learning outcomes.

The research finding related to implementation of process-genre approach is Pujianto, Emilia and Ihrom (2014). They found that senior high school students' ability in writing English report text increased by using genre-process approach in term of genre knowledge, writing process, and feedback. The genre knowledge is important to be known by students in writing of English text because every text type has different genre. If they have had genre knowledge they will be easy to construct their text draft correctly. Furthermore, the genre-process approach uses comprehensive writing process. Then, Assagaf (2016) found that the process-genre approach was positive for teaching report text for Arab EFL students.

Another statement about the advantages of using process-genre approach was from Javed, Juan, & Nazli, (2013) and Agesta & Cahyono (2017). Javed, Juan, & Nazli, conducted a research that involved ESL students in a Malaysian secondary school. He used process-genre approach to writing instruction on the expository essays. The result shows that; "the students who received process genre-oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product centered instruction. Instruction in process genre strategies neither promoted better ability in the way they organized their ideas nor their control of language".

It can be seen that process-genre approach could help students in term of generating and communicating their ideas well. It is caused by the stages of writing process in process-genre approach are organized well. Meanwhile, Agesta and Cahyono (2017) employed a research about "the effect of process-genre approach on the Indonesian EFL writing achievement across personality". They found that process genre approach was very effective for Indonesian EFL writing achievement. It can be seen from aspects of writing such as organization, vocabulary, grammar, and mechanism.

This research is expected to contribute to lecturers, students, universities, curriculum developers, and researchers in order to improve the process and results of news writing skills, can help students improve learning outcomes, can improve the quality of learning, can be useful as a contribution to learning needs analysis, can add insight in developing teaching materials that can be used as objects of wider research.

METHOD

Research Design

Tomlinson (2018) stated that the research method used in this study was research and development. The development of teaching materials in this study refers to the Jolly and Bolitho development model. The steps of research on the development of teaching materials in this study are to combine the two development steps, namely as follows: (a). Identify the need for teaching materials. Needs were identified by using a questionnaire and conducting interviews with lecturers and students (b). Designing a textbook. After identifying the needs, the next step is to design and design a textbook that is tailored to the analysis of student needs; (c). Produce textbooks. At this stage, the researcher produces a textbook which is still an initial prototype; (d). Perform expert validation. This validation process aims to determine whether the compiled textbooks have met the expected criteria; (e). Revise textbooks. The revision of the textbook was done after getting some input from the experts. (f). Conducting textbook trials. This stage is a trial of a group of students or a

limited field trial (field trial). This trial was conducted on 26 students (one class) by applying a pre-experiment design with the type of one group pretest posttest design. This type is used with the aim of obtaining information about the potential effects of a textbook to be developed.

Data Collection

Data collection techniques used in this study were questionnaires, interviews, and tests. The questionnaire was given to students and lecturers with the aim of obtaining information related to the expectations and difficulties faced by students and lecturers. The questionnaire contains the needs of students and lecturers regarding the form of teaching materials, learning activities, learning materials, strategies, learning methods, evaluations, and exercises desired by students and lecturers.

Furthermore, questionnaires were also given to experts, namely (1) content feasibility, (2) language, (3) presentation, and (4) graphics. Meanwhile, the test is given to students in the form of a description test, which is in the form of questions that refer to the contents of the readings they have read in the form of writing summaries and summaries. This test is given before and after students read and study textbooks developed by researchers.

Data Analysis

The data analysis technique used in this research is qualitative analysis and descriptive statistical analysis and t-test. Qualitative analysis is used to analyze qualitative data in the form of numerical assessment results, comments, criticisms, and suggestions obtained from questionnaires and interviews in the expert and practitioner test process, small group test, and large group test. Descriptive statistical analysis and t-test were used to analyze quantitative data in the form of scores on the results of learning to write news. The t-test was used to determine the effectiveness of using the product development.

RESULTS AND DISCUSSIONS

Identification of Student Needs

Identification of needs for second semester students of the Indonesian Language and Art Education Study Program, University of PGRI Semarang aims to collect data about student needs and the content of teaching materials developed by researchers. Based on the results of the analysis of student needs for news writing teaching materials developed by researchers through an open questionnaire, data about their expectations are obtained in table 1 below.

Table 1. Recapitulation of Student Needs

No.	Student Expectations About Development Results Teaching Materials
1.	Students need teaching materials for news writing
2.	News Writing Materials
3.	Evaluation or exercise activities, namely the practice of writing news quickly and with full understanding
4.	The exercises are easy to understand
5.	Essay exercises
6.	Picture of the book cover and the desired color of the book, namely lecturers and students
7.	The dominant book design color is black and white

Identification of Lecturer Needs

The results of the identification of the needs of the three lecturers for news writing teaching materials show that there is a relatively similar need. The recapitulation of lecturer needs can be detailed as in table 2 below.

Table 2. Recapitulation of University of PGRI Semarang Needs

Lecturer Expectations	Lecturer Suggestions
1. Teaching materials in the form of textbooks	1. The developed teaching materials contains more complete material.
2. Teaching materials include titles, study instructions for lecturers and students, basic competencies, subject matter, supporting information, exercises, evaluations, summaries, glossaries, and bibliography.	2. The teaching materials to be developed are equipped with exercises and examples.
3. The learning objectives are clearly formulated so that they are easy to understand	3. The teaching materials use language that is easy to understand
4. The topic of teaching materials is adjusted to the age level of students and is equipped with clear and easy-to-understand instructions and learning instructions.	4. The latest library sources used are based on current needs.
5. The form of presentation of material (learning activities) is reproduced in examples and writing text exercises which are carried out interactively and fun.	
6. The evaluation that the lecturer wants is in the form of a test in the form of an essay.	
7. The form of the task or exercise is deepening the material in the form of group work, individual work, and presentations.	
8. Teaching materials for writing news and research reports must include the steps.	

Results of Expert Validation

The validation of the book developed in this study covers four aspects, namely the aspect of the feasibility of the content/material, the linguistic aspect, the presentation aspect, and the graphic aspect.

Experts who validated aspects of the feasibility of content/material, presentation/presentation, and graphics came from lecturers of the Language Education Study Program of the Semarang State University Postgraduate Program, while the experts who validated the linguistic aspects came from lecturers of the Indonesian Language and Literature Education Study Program, University of PGRI Semarang.

Based on the results of the material expert's assessment in terms of the feasibility of the content of the News Writing teaching materials developed by the researchers, it was categorized as good. Of the five aspects of the assessment with a scale of 5, the aspect of conformity with competency standards (SK) and basic competence (KD) received a score of 4 (good), the aspect of conformity with student development received a score of 4 (good), the aspect of conformity with the needs of teaching materials received a score of 5 (very good), the aspect of the truth of the substance of the material gets a score of 4 (good), and the aspect of benefits for adding insight into knowledge gets a score of 4 (good). Overall, from a maximum score of 25, the content feasibility aspect obtained a score of 21. That is, the feasibility of the content of the teaching materials developed is included in the good category. Although the teaching materials have been categorized as good, there are some suggestions from content experts related to the content of the material, achievement indicators, and the assessment rubric for each lesson in the chapter.

The suggestions from material experts are as follows. In chapters I and II, material experts provide suggestions, namely (1) Adjusting indicators with teaching materials, especially in each sub-material and focusing more on aspects of the writing component. (2) Clearer details in the assessment rubric section. In connection with the suggestions from the material expert, the form of improvement is as follows. In chapters I, and II, the researcher improved (1) the indicators of achievement, especially in the sub-sub-materials by adding aspects of the writing component. (2) The assessment rubric has been improved for each learning material.

Assessment of the linguistic aspect, the teaching materials developed can be categorized as good. Of the four aspects assessed on a 5-scale rating, the readability aspect obtained a score of 4 (good). The aspect of clarity of information obtained a score of 5 (very good). Aspects of conformity with the rules of the Indonesian language, and aspects of using language effectively each received a score of 4 (good). Overall, the score obtained for the linguistic aspect of a maximum score of 20 obtained a score of 17. This means that the language used in the prototype of the News Writing teaching materials developed was very good. However, the evaluator (validator) gave some suggestions on the language in the teaching materials developed by researchers regarding word writing errors and the use of punctuation marks (exclamation marks).

The suggestions from linguists are as follows. (1) The use of effective sentences and the use of Indonesian language rules used. (2) Spelling and use of punctuation that are still wrong are found in the prototype of teaching materials that have been developed by the researcher. In connection with the advice from the linguist, the form of improvement is to correct some errors in the use of punctuation marks, grammar, and correct punctuation such as exclamation marks.

The results of the assessment from the aspect of presenting the content of News Writing teaching materials are categorized as good. There are five components that are assessed, namely clarity of learning objectives (indicators), order of presentation, motivation/attraction, interactivity (stimulus and response), and completeness of information. The aspect of clarity of learning objectives (indicators) obtained a score of 3 (good enough). The aspect of the order of presentation gets a score of 3 (good enough), the aspect of providing motivation/attraction, and interactivity (stimulus and response) each gets a score of 4 (good) and the aspect of completeness of information gets a score of 3 (quite good). Overall, the score obtained for the presentation component of a maximum

score of 25 obtained a score of 17. This means that the presentation of teaching materials can be categorized as good.

In relation to suggestions from experts on the aspect of presentation who provide suggestions on the order and systematics of book presentation, practice questions must be adjusted to the learning objectives and unnecessary information in teaching materials does not need to be included. The form of improvement is to include a clear sequence for each writing lesson activity, and include competency standards (SK) for each News Writing teaching material by emphasizing learning to create a writing framework.

Furthermore, based on expert judgment from the graphic aspect, it shows a display that can be categorized as good. The results of the graphic assessment of five aspects using a scale of 5 show the components of the use of fonts: font size and type, accuracy of image illustrations, and physical appearance, each obtaining a score of 4 (good). The cover aspect gets a score of 5 (very good). Overall, from a maximum score of 25, the graphic aspect obtained a score of 17. This means that the graphic aspect of the teaching materials developed is in the good category.

Some suggestions from the assessment for the revision of the developed teaching materials are related to the indicators and the physical appearance of the teaching materials. The forms of improvement to the advice of graphic experts are as follows. (1) The physical appearance of teaching materials on the front cover has been improved. (2) The placement of the author's name that does not match the layout has been changed.

Results of Field Test

The field test was carried out at the Indonesian Language and Arts Education Study Program, Faculty of Language and Art, University of PGRI Semarang. The subjects in this field test consisted of 26 students (based on the recommendation of the lecturer in the Writing in Mass Media course). The field test on news writing teaching materials is intended to measure the ability of students to understand the material using teaching materials, namely the ability of students to understand each news writing material contained in the teaching materials book developed by researchers.

The ability of students to understand each news writing material in teaching materials, among others, can be tested by measuring the student's ability to understand each material, making examples according to the classification of each news writing sub-material, and analyzing the examples. In this study, students' understanding of each theory contained in the teaching materials resulting from this development is so that students can apply the material in the form of examples and analyze these examples.

To measure the student's ability, the researcher conducted a test with two stages, namely pretest and posttest. The pretest was carried out before the students were given the developed textbook. Furthermore, the posttest was carried out after the students were given the development textbook and the explanation.

The description of the average value and standard deviation of writing news for PBSI students at University of PGRI Semarang before and after the implementation of news writing teaching materials based on the genre process approach can be seen in Table 3 below.

Table 3. Average Score (M) and Standard Deviation (SD) News Writing Skills

After (Posttest)			Before (Pretest)		
M	SD	Qualification	M	SD	Qualification
83.22	8.36	Good	66.36	7.91	Poor

Table 3 above shows that qualitatively the average score of news writing by students before the implementation of news writing materials based on the genre process approach tends to be in the less category, whereas after the implementation of news writing teaching materials based on the genre process approach, the average score of news writing tends to be in good category. To test the difference between the initial news writing scores and the final news writing scores, the t-test was used. The results of the t-test can be seen in Table 4 below.

Table 4. Results of the Test of Different Pairs of Average Final and Initial Scores in News Writing

Pair Mean	Paired Differences						Sign. (2-tailed)	
	M	Std. Deviation	Std. Error Mean	95% Confidence Interval Difference		t		df
				Lower	Upper			
Result	7.3	10.56	1.19	67.85	73.45	12.52	16	0.0001

From Table 4 above, it can be understood that the values of the t statistic show a significant number less than 0.05. Therefore, the null hypothesis which states "There is no difference between the final test score and the initial score of news writing", is rejected. In other words, the alternative hypothesis which states that "There is a difference between the score of the final test score and the score of the initial test score for writing news", is accepted. If you look at the distribution of the data on the average value and standard deviation in Table 5 above, the score for the final test of writing news is higher than the score for the initial test. Thus, the implementation of news writing teaching materials based on the genre process approach can improve news writing skills. So, news writing teaching materials based on the relevant genre process approach are used to improve news writing skills for students of the Indonesian Language and Art Education Study Program, University of PGRI Semarang.

Based on design of the Semester Learning Plan (RPS) developed above, it can be seen that the RPS seeks to apply CTL in learning. This can be seen from the process of learning activities that are designed, starting from the opening, core, closing activities to assessment. The RPS has been adapted to the opinion of collaborating between the concept of the workplace and subjects. Trianto (2018) which states that a learning can be said to use a genre process approach if it applies seven main components in learning, namely: (1) Constructivism is that students work independently with the surrounding environmental resources. In this stage, students become the center of activity. The problems that arise must refer to the daily lives of students. (2) Finding, namely students collecting information, finding activities is the most core activity in a contextual approach, this can be done by inviting students to complete the LKPD provided. (3) Asking, developing students' curiosity by asking questions, designed questions can raise and stimulate students to think (4) Learning communities are developing and forming study groups to bring up

collaborative processes among students (5) Modeling is preparing models to help students in learning, the modeling prepared can be in the form of demonstrations and so on, (6) Reflection, a way of thinking about what has just been learned, reflection should be done at the end of learning at each meeting (7) Assessment, namely conducting an assessment of learning in various ways, assessment can be in the form of performance, observation, open-ended questions, and portfolios.

CONCLUSION

Based on the results of research and discussion, several conclusions can be drawn as follows: (a). Students of the PBSI Study Program, Faculty of Language and Art, University of PGRI Semarang need teaching materials and design learning that are fun and easy to understand to be able to improve their writing skills. From the physical aspect of teaching materials, students need interesting teaching materials in terms of colors and images that motivate; (b). News writing teaching materials and design learning based on a genre process approach are suitable for use in learning to write at the PBSI Study Program University of PGRI Semarang, which have relatively the same characteristics as where these teaching materials were tested. This is based on the validation results of material experts from content feasibility, linguists, presentation experts, and graphic experts, as well as the results of field trials. (c.) News writing teaching materials and design learning based on the genre process approach can improve students' writing skills. This increase is reflected in the average score of student test results which refers to the ability to write news before and after students use the developed teaching materials and design learning.

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