

# STUDENTS' NEEDS ON THE PROCESS-GENRE MODEL OF TEACHING ESSAY WRITING

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## Abstract

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

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

## Introduction

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

Although the basic competences to write an essay have been set out, the teaching of writing itself often does not lead to the achievement of the writing basic competences. Learning to write essays often tend to emphasize the mastery of the linguistic competences. It can be seen from the practice of teaching writing that emphasizes the mechanical problems such as spelling, word formation and sentences. Zamel (1991) states that almost all learning to write is based on mechanical things, product-oriented, training and drill. In addition, when learners learn to write, teachers tend to view that the texts produced by the students are the texts evaluated by the lecturers.

The real impact of this practice has been revealed by several research findings which show that there are many students who have lower writing abilities. Putri (2007) found that

there are still approximately 40 % of students who have not been able to write recount texts well. Studies conducted by Putra (2007) on the ability of students to develop expository paragraphs also shows that 42.74 % of the students were not able to develop the good main idea, and 48.23 % have not been able to develop ideas with good supports. Utari (2007) found that 38 % of students have not been able to use the tools cohesive devices properly. They have problems in using conjunctions, ellipsis, and substitution.

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

## Literature Review Instructional Model

Understanding the model cannot be sepa-

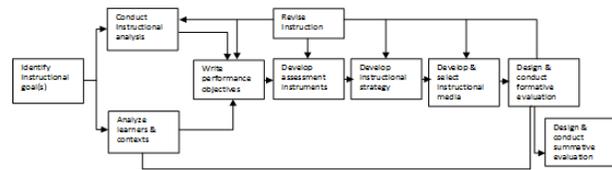
rated from the context of the scientific field. Therefore, this term can mean differently in different disciplines. In relation to learning, the term model is often interpreted as a conceptual framework that is used as a guide to design and implement learning activities (Sagala, 2005: 175). As a conceptual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

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

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

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

The first step in this system is to determine the new information that will be learned by students in order to achieve the goal of learning (Instructional goals). The second step is to determine the steps that should be followed by students and determine the sub-



skills needed to achieve the goals (instructional analysis). Parallel to this step is conducting the analysis of the learners and contexts. Then, based on these two steps, model designers determine performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials and media, design and conduct formative evaluation, and design and conduct summative evaluation.

### Need Analysis

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

Actually needs analysis is one of several activities undertaken in designing a language learning curriculum. Nation and Macalister (2010: 1-3) suggest that a model of curriculum design is a design that consists of three outer circles (principles, the environment, requirements) associated with an inner circle (goal) which is supported by three components (content and layout sequence, format and presentation, monitoring and assessment). The outer circle covers the practical and theoretical considerations that will provide the influence in guiding the real process of curriculum design. The inner circle has a purpose as a center. It shows and reflects the importance for a subject or subjects to have a clear purpose.

Furthermore, Nation and Macalister (2010: 24) suggest that there are some things that need to be considered in conducting needs analysis. First, the analysis needs principally directed at the purpose and content of a subject or subjects. Second, the analysis needs to uncover what is already known by the students and what they need to know. Further-

more, the analysis needs to create a belief that the subjects or courses contain matters that are relevant and useful for students. A good need analysis includes the right questions, and finds the answers in the most effective way.

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

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

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

Grabe and Kaplan (1996: 4) distinguish two types of writing; writing involving composition, and writing that does not involve composition. This distinction is very important because most of what is said in academic writing as writing is an activity that involves the activity of the composition. Composition includes activities of combining structural units of sentences into one larger unique, cohesive and coherent structure. Composition can also be further divided into activities of telling or retelling, and activities of transforming.

Because there is a difference between writing in the native language and writing in a foreign language, writing is a skill that is difficult for learners of English as a foreign language. A number of studies suggest that there are some differences and similarities between writing in the first language and second language/foreign. The author will transfer both good strategy and bad strategy from the first language to a second language. The similarities of two languages

will assist learners in the process of writing in English as a foreign language (Friedlander, 1990: 111). Polio (2003: 39) found that the texts written in a second/foreign language and the writing process exposed by the learners show that the differences hinder or cause problems for learners. Grabe (2005: 23) reviewed several studies of the writing and the results showed that the difference between first language and second language makes writing difficult for second/foreign language learners. Hinkel (2003: 298) also found that writing in a second language consists of the dominant use of adverbials so it contains more text phrases commonly used in conversations.

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

Hyland (2003) suggests six focuses on the teaching of writing in a second/foreign language, which focus on the structure of the language, the text function, focusing on creative expression, focusing on the process of writing, focus on the content, and focus on the genre. Teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form a certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using creative expression based on personal experience and opinion of the students, and the writing is

considered as an act of creative self-discovery.

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

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

**Process-Genre Approach to Teaching Writing**

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

dents struggle in controlling the text being studied.

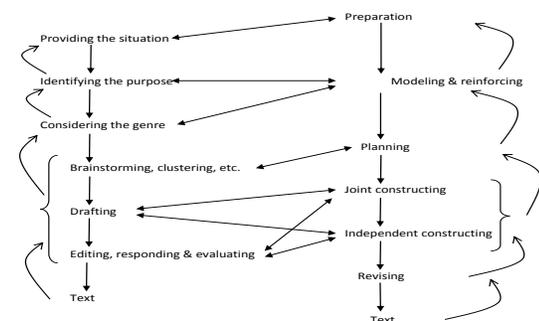
The weaknesses of the process-based approach is the approach views that all writings are produced by using the same set of processes, so it does not give adequate attention to the type of text being produced and why the text is produced . This approach does not provide students with adequate input, particularly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

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

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

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

To strengthen the incorporation of genre approach and process approach, the one used

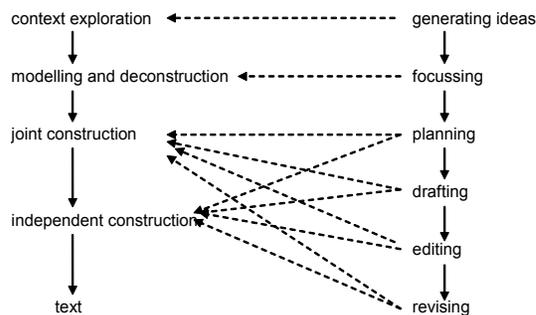


as the starting point is the genre approach, and then, the key elements in the process approach, such as planning, drafting, editing, and rewriting are added to certain stages in genre-based approach. The most appropriate additions are at the stages of joint construction and independent construction.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

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

**RESEARCH METHODOLOGY**

The method used in this study was survey. The main objective of this research was to



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

**FINDING AND DISCUSSION**

The questionnaire given to the students consists of four basic components of need analysis such as input, text types, topics, and tasks. Input contains the explanation and examples regarding knowledge and skills of writing. Text types include the types of genre that are commonly taught in high school and in essay writing course. Some examples of text types are *recount*, *procedure*, *narrative*, *report*, *explanation*, and *exposition*. The third aspect is

topics. Topic in this case includes the topics that are related to daily life, academic life, and anything regarded important to discuss in essay writing course. The last aspect is task/activity. Tasks/activities include a wide variety of writing tasks/activities in pre-writing stage, whilst-writing stage, and post-writing stage.

**Input**

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

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

**Table 1: The Importance of Input**

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

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

tory paragraph, and strategy for developing concluding paragraph. The strategy for developing body paragraph is very important in teaching and learning essay writing (mean score of 3.68). This is true because body paragraphs are the backbones of the essay.

The strategy of formulating the thesis statement also needs serious attention in an essay writing teaching and learning process (mean score of 3.65), and followed by the strategy for developing introductory paragraph (mean score of 3.63). The fourth component is the strategy for developing concluding paragraph (mean score of 3.44). Thus, it can be concluded that a model of teaching essay writing should absolutely consist of the explanation of the strategies for developing an essay that include developing introductory paragraph, developing body paragraphs, and developing concluding paragraph.

Other components are also considered

very important by students are explanations and examples of proper use of punctuation (mean score of 3.42), explanations of the generic structure of a text (mean score of 3.41), explanations of grammatical components widely used in a text (mean score of 3.38), and explanations of the use of appropriate transitions (mean score of 3.33). Subsequently, seven other components are at high levels. This means these seven components should also get the adequate attention in teaching and learning process.

**Text types**

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

The facts in the above table show that most of the types of text that are offered to students are considered very important, with the level of Very High (VH). There are only five types of text that are at the level of High (H). This illustrates that an essay writing teaching process needs to load different types of text, so that students have experience in writing a wide variety of texts.

The text type that is considered most important by students is *analytical exposition* with a mean score of 3.49, followed by an *exposition*

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

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

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important  
Ttl = Total, AV = Average, LN = Level of Need, H = High, VH = Very High

*text with the cause-effect development* (mean score of 3.46), *problem-solving text* (mean score of 3.46), *hortatory exposition* with a mean score of 3.45, and *explanation text* with a mean score of 3.41.

**Types of Topic**

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

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

**Table 3: The Importance of Topics**

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

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important  
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*law, natural disasters, fruits, roads, and the general election.*

**Types of Task/Activity**

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

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

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

Table 4: The Importance of Tasks/Activities

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

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

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

## Conclusion

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

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