

# Teaching material development of essay writing subject

Rulik Setiani

Universitas Muhammadiyah Kotabumi, Jl. Hasan Kepala Ratu No.1052, Sindang Sari, Kotabumi, Kabupaten Lampung Utara, Lampung 34517, Indonesia  
[rulik.setiani@yahoo.com](mailto:rulik.setiani@yahoo.com)

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## ABSTRACT

This research belongs to research and development (R&D) type. The aim is to develop an essay writing teaching material for the third-semester students of the English Education Department. Essay writing is one of the compulsory subjects for the third-semester students of STKIP Muhammadiyah Kotabumi. Through an essay, students can express their ideas and thoughts. Meanwhile, good writing skills can help them to provide information more clearly to the readers. The method used in the research consists of ten steps, but the researcher limited it to seven. Those are preliminary study, data collecting, teaching material design, teaching material validation, teaching material revision, teaching material testing, and revising the teaching material product. The compiled teaching material consists of seven units. The materials refer to the course outline for the third semester of the English Education Department. The teaching material has been validated by two experts, as well as one expert for the design and one for the media. Three experts stated that the materials are in the very good category. From the trial conducted through an essay-writing test and questionnaire, it can be concluded that the teaching materials are effective to be used as the material for the subject Essay Writing. It is evident in the mean score of the 3A group, which is 74.4. Meanwhile, the questionnaire results show that three aspects of the teaching materials are in the very good category.



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## 1. Introduction

Learning is a process where there is interaction between teachers and students. Good learning can help students develop themselves optimally, increase the students' learning enthusiasm, achieve the expected goals, and orient to the needs and abilities of the students. However, ideal learning is impossible if it lacks one component. In learning a language, especially English, students need to master four skills: listening, speaking, writing, and reading. Anburaj and Cristopher in Kamariah et al (2018) mentioned that English is one of the obligatory subjects in professional colleges. English is accepted globally, and mastery is vital for the students in the survival of today's competitive world. To support the four aspects of language learning, students should master the components, which are grammar and vocabulary. Similarly, students of the English Education Department need to master the four skills, one of which is writing, especially writing an essay.

Essay writing is one of the compulsory subjects for third-semester students of the English Education Department of STKIP Muhammadiyah Kotabumi. Through an essay, students can express their thoughts and they learn to present the information more clearly. As the name suggests, writing is a productive and expressive skill. To write a good essay, students need to master the components of language, such as organization, content, grammar, mechanics, and style. The

organization includes introduction, body, and conclusion, while content refers to the logical development of the ideas. Grammar and mechanics concern with structure and spelling (Brown, 2004). Among all, grammar is assumed to be the most difficult to handle, which is related to a lack of vocabulary and the ability to write correct sentence structure. Aragon in Kamariah et al (2018) mentioned that one of the main problems in writing is the fact that students cannot develop their writing, especially using a foreign language. The issue has become common among English learners (Sukirman, as cited in Khuzaemah & Herawati, 2017). To help students to write a scientific paper, the teaching method should be through several stages. Oshima and Hogue (1991) stated that “an essay is several paragraphs, long writing, instead of one or two paragraphs, together with an introduction and a conclusion.” In line with the opinion, Djuharie and Suherli (as cited in Khuzaemah et al, 2018) mentioned that an essay is a piece of writing. It can also be considered as a short essay, an intact bouquet. Hence, writing is often used as a measurement tool for an individual’s intelligence. A knowledgeable person can convey his ideas in a coherent, logical, and interesting way.

Essay writing has three important parts: introductory paragraph, body paragraph, and concluding paragraph (Oshima and Hogue, 1991). An introductory paragraph includes a few general statements of the topic and a thesis statement that serves to deliver the specific part of the topic. A thesis statement is similar to a topic sentence in a paragraph. An introductory paragraph conveys four purposes: delivering a topic, providing a general description of the topic, declaring all parts of the essay, and attracting the readers’ interest. Body paragraphs can be written in one paragraph or more, of which each develops a subdivision of the general topic. The number of paragraphs will vary, following the subtopics that are going to be delivered. A body paragraph is the longest part of an essay and contains as many paragraphs as necessary to support the ideas. Each body paragraph should have a topic sentence. A concluding sentence is not necessarily written in a body paragraph. The last part of an essay is the conclusion, which has three purposes. It signals the end of an essay, it reminds the reader of the writer’s main points, and it lets readers think about the topic. The first part of a concluding paragraph is a summary of the main points of the thesis statement. It can be written in a sentence or two. The final comment on the topic of the essay is the second part of the concluding paragraph.

Teaching materials consist of knowledge (facts, concepts, principles, and procedures), skills, and attitudes that should be mastered by students, allowing them to achieve the standard competency. The Ministry of National Education (2008) provides several definitions of teaching material. First, teaching materials are information, tools, and text that are required by a teacher/instructor in planning and reviewing the learning process. Second, teaching materials are all forms of material used to assist teachers/ instructors to carry out the teaching process. Third, a teaching material can be in written or spoken form. Fourth, teaching material is a set of materials that is systematically written to help create an environment that allows students to learn comfortably. Besides, Andi (2011) revealed that teaching materials are arranged systematically and used by teachers/instructors in the learning process. Teaching materials are vital in teaching and learning activities. Meanwhile, Sulistyowati in Batari et al (2015) suggested that a particular teaching material functions as a guide for teachers to direct their activities in the classroom. It also becomes the substance skills for students, guiding them to achieve the learning outcomes. Based on previous studies, it can be concluded that a teaching material can help teachers/lecturers in the teaching and learning process. In terms of essay writing, Obah (as cited in Fidelia, 2015) explains that it is a deliberate development in clear and reasonable prose or one or more ideas through several paragraphs to achieve the desired effect on the readers.

Teaching materials have several types: printed, audio, audiovisual, and interactive (Prastowo, 2011; Amri and Ahmadi, 2010). Printed teaching materials are prepared in paper to submit the information. It takes the form of handouts, books, modules, student worksheets, brochures, leaflets, wall charts, photos, drawings, and models. Audio materials (hearing teaching materials) uses the system of direct radio signals that can be played and heard, such as cassettes, radio, vinyl records, and compact disc audio. Audiovisual refers to those using audio signals and combining moving images, such as movies and video compact disc. Interactive teaching materials combine two or more media (such as audio, text, graphic, images, animation, and video) to control a natural command and/or behavior of a presentation.

## 2. Research Method

The study is research and development type, which is carried out to develop a teaching material for essay writing intended for the third-semester students of the English Education Department of STKIP Muhammadiyah Kotabumi. Sugiyono (2011) states that teaching materials are developed in several steps (presented in Figure 1).

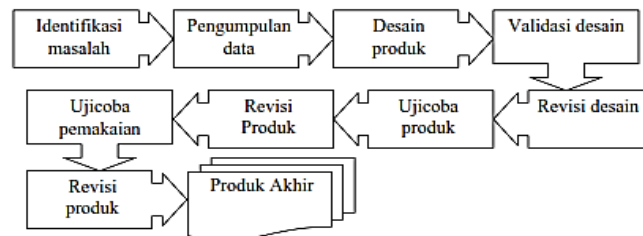


Fig. 1. Steps for Research and Development Method

The figure shows ten steps of the research design. The present study uses seven steps. Those are problem identification, data collection, product design, design validation, design revision, field testing product, and product revision. The limitation is due to the time availability of conducting the research. The validation for the design and the products was carried out by a team of material experts and a team of media or the design experts. The product was tested for only one class, which is the third-semester student.

## 3. Findings and Discussion

### 3.1. Result of Problem Identification and Data Collection

To collect data in preliminary research, researchers conducted interviews and observations on third-semester students of the English language education program of STKIP Muhammadiyah Kotabumi academic year 2017/2018. Based on the observation and interviews are as follows. To collect the data, the researchers conducted an interview and observation. The subjects are the third-semester students of the English Language Education program of STKIP Muhammadiyah Kotabumi in the academic year of 2017/2018. The results are as follows.

- 1) During the essay writing course, most of the students were not active.
- 2) Most of the students were confused about doing the exercises, although the materials had been explained previously.
- 3) Students find essay writing to be difficult.
- 4) The students' writing is not well organized.
- 5) The textbooks used by the students do not support the students in writing an essay.

### 3.2. Result of Product Design

The materials designed for essay writing subject is a handbook. It consists of a title, preface, table of contents, list of tables, and list of illustrations. The handbook is divided into seven units. The organization of the book is following the learning objectives to be achieved by the students, as mentioned in the syllabus.

### 3.3. Result of Design Validation

The design is validated by two material experts. The validation includes three aspects: feasibility, material, and grading. The feasibility of the content reached a score of 62, or 86% of the total score, which were 72. Meanwhile, the material scored 70 (87.5%) of 80, and grading is 22 (91.6%) of 24. In can be concluded that all three aspects are in the very good category.

**Table 1.** Result of Material Design from Expert

No	Aspects	Total Score	Total of the highest score	Category
1	Content appropriateness	62	72	Very good
2	Material presentation	70	80	Very good
3	Grading	22	24	Very good

The score of design and media expert can be seen in the [Table 2](#) below:

**Table 2.** Result of Material Design from Design and Media Expert

No	Aspects	Total Score	Total of the highest score	Category
1	Feasibility integrity	83	92	Very Good
2	Language feasibility	48	48	Very Good

The table shows that the total score of the materials is 83 (90%) of 92. It is classified into a very good category. Meanwhile, the language feasibility scored 45 (93.7%) of 48. Similar to integrity, language feasibility is also in a very good category.

### 3.4. Result of Field Testing Product

The product was tested on 28 May 2018 through a test and questionnaire given to 20 students of the third semester Class B of English Education Department of STKIP Muhammadiyah Kotabumi. The results show that 13 students scored above 80 (65%) and 7 of them scored 80 (35%). The mode score is 70 and the median is 75. The questionnaire examines three aspects: presentation/display, material presentation, and benefits of the product.

**Table 3.** Result of Students' Questionnaire

No	Aspects	Total of the highest score	Total score	Category
1	Display	480	411	Very good
2	Material presentation	720	611	Very good
3	Benefit	800	689	Very good

## 4. Conclusion

The research for Essay writing Class for the third-semester students of STKIP Muhammadiyah Kotabumi takes seven out of ten steps of R&D. It includes preliminary studies, data collection, design/preparation of the teaching material, validation of the teaching material, revision of the teaching material, testing, and revision of the product. The instructional material is divided into seven units. It is prepared to refer to the academic guidebook and the course outline for one semester for the third-semester students of the English Education Department. The teaching materials are validated by two experts, one design expert, and one material expert. The validation results conclude that the materials, examined based on three aspects, are categorized in a very good category. The test is conducted to determine the effectiveness of the teaching material. Field-testing is carried out through an essay writing test and a questionnaire. The developed materials are highly effective to be used in an essay writing class, evident in the average score of the students, which is 80. It is higher than the control group (3A class), which is 74.4. The questionnaire also shows that the materials are in the very good category.

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