BUKTI KORESPONDENSI

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1. Bukti Konfirmasi Submit Artikel

Prof. Amirullah Abduh, PhD <ojs@unm.ac.id>
to me

Dear Sir! Muhammad - Yunus:

Thank you for submitting the manuscript, "DESIGNING PARAGRAPH WRITING TEACHING MATERIALS FOR HIGHER EDUCATION STUDENT CONTEXT" to International
Journal of Language Education. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL: https://ojs.unm.ac.id/ijole/author/submission/54211
Username: muhammad_yunus

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Prof. Amirullah Abduh, PhD
International Journal of Language Education
Chief Editor
Email:ijole@unm.ac.id

Dear Prof. Amirullah Abduh, PhD
Chief Editor, International Journal of Language Education

Dear Sir,
Thank you very much for accepting my manuscript. I am prepared to revise it if required.
I am looking forward to hearing from you.
Sincerely yours,

Muhammad Yunus

2. Bukti konfirmasi reviewer

P

Prof. Amirullah Abduh, PhD (Scopus ID: 57197817281) <ojs@unm.ac.id> Mon, Mar 4, 9:55 PM

to me

Dear Sir! Muhammad Yunus:

We have reached a decision regarding your submission to International Journal of Language Education, "DESIGNING PARAGRAPH WRITING TEACHING MATERIALS FOR HIGHER EDUCATION STUDENT CONTEXT".

Your paper requires **major revisions**. If not, it may be reject:

General comments from reviewer:
The ideas in this paper are not clear, very low academic writing style, and seems confusing on the findings and discussions. This paper seems to be more on the rejection rather than major revisions.

Every section of the paper:

1. Title: The word formation of this title is confusing; it needs re-organizing the title
2. Add another paragraph for stating the aim of the research
3. You need to describe the definition of paragraph writing and key characteristics of paragraph writing

4. Research method:
a. Research design
b. Research subjects
c. Research instruments and procedures of data collection
d. Validation of instruments
e. Data analysis approach
Some information are not relevant
5. The findings are not clear. What are the key themes of the findings?. Check the paper for details
6. This is not a discussion; you need to connect the meaning of the findings and theory you use in the literature.
7. Restate only key ideas not repeating the statistics

We are looking forward to hearing from you

Best regards
Editor
Prof. Amirullah Abduh, PhD (Scopus ID: 57197817281)
English Language Education, Universitas Negeri Makassar
amirullah@unm.ac.id
Chief Editor
Email:ijole@unm.ac.id

Muhammad Yunus <muhammad.yunus@umi.ac.id> Tue, Mar 5, 6:16 AM

Dear Chief Editor

I would like to thank you for your decision to revise my article for publication in International Journal of Language Education with major revision. I shall improve it soon.
Best,

Muhammad Yunus

3. Bukti konfirmasi revisi submit

DESIGNING PARAGRAPH WRITING TEACHING MATERIALS FOR HIGHER EDUCATION STUDENT CONTEXT

Muhammad Yunus

Commented [A1]: 1. Title: The word formation of this title is confusing; **it needs re-organizing the title**
Improved: Enhancing Paragraph Writing Proficiency: A Study of Students' Performance Post Global English Textbooks Exposure

muhammad.yunus@umi.ac.id
Universitas Muslim Indonesia

Muhammad Basri D
muhammadbasri.dalle@umi.ac.id
Universitas Muslim Indonesia

Kaharuddin
kaharuddin.fs@umi.ac.id
Universitas Muslim Indonesia

Andi Hudriati

Universitas Muslim Indonesia

John Evar Strid
jstrid@niu.edu
Northern Illinois University

Abstract

The article focuses on designing a paragraph writing course by ADDIE instructional design model. The research aimed to describe current students' ability in using global English book reference materials, and to find out the topics or content needed by the students to be developed as an English textbook teaching materials for paragraph writing course. This research used research and development with stages, such as analyse, design, develop, implement, evaluate. The total sampling were 44 students of English Study Program, Faculty of Letters, Universitas Muslim Indonesia. To obtain information from the informants, the researchers employed questionnaires of Paragraph Writing distributed to the students through the Learning Management System (LMS) Google form. The results showed that most of the first year students had difficulty using the English course books used by the lecturers in the Paragraph Writing course because all of the course materials were in English intended for the native English speakers. This was indicated by the students' responses showing that those who really understand no paragraph writing as many as 3%; then those who understand no paragraph writing as many as 16,63%; uncertain as many as 40,8%; then who understand paragraph writing as many as 36,2%; and those who really understand reach 6.88%. Meanwhile, on the aspects of the course material topics of the global textbooks used, the students were not basically very interested in the topics contained in the writing paragraph course materials because those topics, such as Monsieur Seguin's Goat, A Folktale from France, A Hawaiian Wedding, Music Style and Fashion, and so forth were designed the for native English students. Therefore, the students' suggestion about the topics comfortable and interesting based on what their experienced from their daily lives are as follows: Paragraphs on Family, Save Earth, My mother, My father, Girl Education, Health is wealth, Honesty, Time Management, Power of knowledge, Discipline, My best friend, Adventure, Indonesian Culture, Good Manner, Important of Education, Independent Day.

Keywords: Designing Paragraph Writing, English course materials, Higher Education Students

Introduction

Designing instructional teaching material is widely recognized as being an important property of academic texts (Dick, W., Carey, L. and Carey 2015; Cresswell, 2012; Fraenkel, J.R., Wallen, N.E.& Hyun, 2023) that allow students to learn the new information and skills with various combinations of mediated materials with an instructor. Many commentators explain that the teaching materials in a course are important elements that must exist as the main reference (Komáromi 2023; Bouchard, 2005; Tomlinson, 2008; Maftoon, Kargozari, and Azarnoosh, 2016; Aubrey, 2017; Thi et al. 2018; Yunus, M., Rahmawati, S. 2022) because the teaching materials are references for a teacher to carry out the teaching and learning processes in the classroom. In addition, the teaching materials are also the learning media that learners can learn, observe, do the tasks (Burn and Reed 2018; Skulmowski and Rey 2020), and also the learning media that teachers will be doing during activities, in the classroom or out of the classroom (Whelpton, 2018; Lemin, 2018; Korona and Hutchison 2023).

Apart from the above, teaching materials are important because they can stimulate student learning and are the main source in the teaching and learning process to achieve learning objectives. Besides, teaching materials provide language learners, teachers and other professionals with sufficient information to develop their thinking and language skills to dig deeper into the field of knowledge they are studying. Moreover, teaching materials for educators have several functions, including saving teaching time, changing the role of the educator into a facilitator, making the learning process more effective and interactive and as a tool for evaluating the achievement of learning outcomes .

This research focuses on developing teaching materials for the Paragraph Writing course in Semester one in the English Language Education Study Program, Faculty of Letters, Indonesian Muslim University. It is urgent to develop teaching materials for the Paragraph Writing course because there are no paragraph writing textbooks that have been designed based on the student needs appropriating to the student's ability level.

Paragraph is the basic unit of academic writing in English (Boardman 2008) or the basic building blocks of the texts (Bailey, 2003) which deal with one main idea (Yakhontova, 2003). (Epstein et al., 2005; Miller, Brett; Peggy McCardle, 2014) said that writing paragraphs is a fundamental foundation in producing scientific writing which (Hartshorn et al., 2010) consists of a set of rules used to organize words into larger units through organization, flow of ideas, details, and a sense of unity and coherence. Apart from that, writing academically (Jordan, 2003; Barbara L. Murphy and Estelle M. Rankin, 2021) is very important to ensure that the writing has a formal style that conforms to a set of rules that describe how words and groups of words can be arranged to form sentences in a particular language. Then the writing what was stated by Andrade M.S. dan Evans (2013) includes processes which goes through

Commented [A2]: 2. Add another paragraph for stating the aim of the research

Improved: This research aimed to investigate current students' performance to write paragraphs after studying a paragraph writing using Global English Textbooks and the topics needed by students to be developed as teaching English textbook materials for Paragraph Writing Course for semester one students in the English Language Education Study Program at Universitas Muslim Indonesia. The urgency arises from the lack of paragraph writing textbooks tailored to student needs and abilities. Investigating such materials required is crucial for enhancing students' writing skills (Sundana 2017). Firstly, customized teaching materials accommodate diverse learning styles, fostering effective engagement and proficiency. Secondly, integration of relevant content enhances motivation and meaning in learning. Thirdly, targeted support addresses specific weaknesses, aiding students in overcoming writing challenges. Fourthly, materials promote critical thinking through analytical exercises. Fifthly, structured practice enhances language proficiency, including vocabulary and grammar. Lastly, proficiency in paragraph writing is vital for academic and professional success, necessitating materials aligned with real-world expectations. Developing these materials is imperative for advancing students' writing abilities and preparing them for future endeavors.

many stages for developing self-regulation strategies to produce written text accurately and clearly. Therefore, understanding the basic paragraph of scientific writing (Meyers, 2014) is a fundamental foundation that will help someone to decide what he/she is going to say about a topic sentence correctly supported some ideas to produce well-organized and clear paragraph writing.

The teaching materials for Paragraph Writing used by lecturers in the English Language Education Study Program use English Writing Text books, such as Writing: Learn to write better academic essays by Els Van Geyte 2013, Paragraph Writing by Dorothy E Zemach & Carlos Islam 2005, ESL: Coherence and Cohesion University of Washiton 2020, dan Writer's Digest University 2020. These reference textbooks which were called as the global textbook by Tomlinson (2008) are actually prepared for the needs of native English speaking students because all of these books are written in English. Because of this, students who are not native English speakers experience problems using these textbooks to study independently for several reasons, including that the books are written in English with an advanced level language standard while students who use them still have an elementary level English standard. According to Tomlinson (as cited in Tomlinson, 2008), many English learners foreign languages fail to use ELT material because it meet no the standard needs of the learner. In addition to this, the level of student vocabulary knowledge is still relatively low. This was what the writer knows when teaching response in literal reading courses. Of the 2000 words most frequently used in English texts, very few of these words students recognize. Apart from that, of the 570 academic word lists, very few students know these words. However as stated by Beatrice S. Mikulecky & Linda Jeffries, (2007), a strong vocabulary is an essential aspect of reading ability. The students therefore require developing strategies for expanding their knowledge of vocabulary, particularly most frequent words in English language texts and words used often in academic texts. Furthermore, knowledge about the structure of the English language is still low, as students pointed out during interviews regarding the use of teaching materials in the Paragraph Writing course when this research was carried out.

Based on the above, learning Paragraph Writing in the English Language Education Study Program using global textbooks intended for native English speakers is not in accordance with the needs and abilities of the students. This causes ineffective learning outcomes as stated by Tomlinson above. Therefore, learning materials and methods that suit the needs and abilities of the students are indispensable. Therefore, the aims of this research are to describe current students' abilities using those English language teaching materials, and to find out the topics or content needed by students to be developed as teaching English textbook materials for paragraph writing course.

Methods

The method section outlines, in sequence, the steps of the process used in conducting the study including the research design, the population and sample who were involved in the study, the instruments used, and how the data were gathered and analyzed are describes the following steps. First, the research design is the research development by EDDIE approach through the five stages of development research, analyze, design, develop, implement, evaluate (Branch, R. 2009). Then, the students participating in this research were the total sample of 44 students drawn from two classes that have studied the course of paragraph writing. These students have above average academic abilities, namely a GPA of 3.50 above the average, the student

Commented [A3]: 3. You need to describe the **definition of paragraph writing** and key characteristics of paragraph writing

Improved: Based on the above experts' opinion about a paragraph, it can be concluded that a paragraph is a distinct unit of written composition that presents a cohesive and unified expression of a single main idea or topic. It is characterized by its organization, which entails the logical arrangement of sentences to ensure a smooth flow of ideas from one to the next. Within a paragraph, supporting details, examples, evidence, or explanations are provided to develop and elaborate upon the central theme. The coherence of a paragraph is maintained through the clear and logical connection between sentences, ensuring that each contributes to the overall purpose and meaning. Unity is achieved by focusing on a single main idea or topic throughout the paragraph, while coherence ensures that the ideas presented are logically connected and follow a clear progression. Together, these elements combine to create a well-structured and cohesive unit of written communication that effectively conveys the writer's message to the reader.

Commented [A4]: 3. You need to describe the definition of paragraph writing and **key characteristics** of paragraph writing

Improved: For the key characteristics of paragraph writing, the experts explain several key characteristics for effective paragraph writing. Firstly, it maintains unity by centering around a single main idea, often articulated in the topic sentence. This central theme serves as the paragraph's focal point, guiding the content and ensuring a sense of purpose throughout. Coherence is essential, as it facilitates the logical flow and organization of ideas. Each sentence should build upon the preceding one, with transitional words aiding in smooth transitions between concepts. Supporting details play a crucial role in bolstering the main idea, providing examples, evidence, or explanations to enhance understanding and credibility. Clarity and precision are paramount, with clear, concise language facilitating effective communication. A logical structure, consisting of a clear beginning, middle, and end, guides readers through the paragraph, while varied sentence structures maintain engagement and readability. Lastly, audience awareness ensures that the content is tailored to meet the needs and expectations of the intended audience, maximizing relevance, engagement, and impact.

academic data obtained from the head of the academic subdivision, so the researchers took them all two classes as the research samples in this research. Next, the questionnaires were employed to investigate description of current students' ability to write paragraphs in the Paragraph Writing course and **to find out** the topics needed by students to be developed as teaching English textbook materials for paragraph writing course. The two types of questionnaires were sent to the Learning Management System (LMS) Universitas Muslim Indonesia which is one of the online student learning methods using Google forms. After the questionnaires were sent, the researcher conveyed to students via WhatsApp Group Links that students were asked to be willing to fill out the research questionnaires on the Google form in the LMS. In a short time, the student had completed the questionnaire. This analysis stage includes analysis of the curriculum, students, open materials, assignments, and learning objectives. Based on the data that has been analyzed, the researchers created a questionnaire to be sent to respondents to obtain the description of students' current abilities using those English book reference materials and the topics students needed to develop as teaching materials for English textbooks. The next stage was the design which includes source selection, format selection. Then the development stage includes the initial draft: prototype 1, expert validation, results, revision 1), and dissemination (Prototype 2, trial, results, revision 2). For research into the development of teaching materials, the researchers used a questionnaire related to learning Paragraph Writing which was sent via Google Form to the respondents to obtain an overview of learning in the Paragraph Writing course and the design of teaching materials based on the assignments in the course, and a questionnaire that was filled in by respondents analyzed directly by the Google form itself.

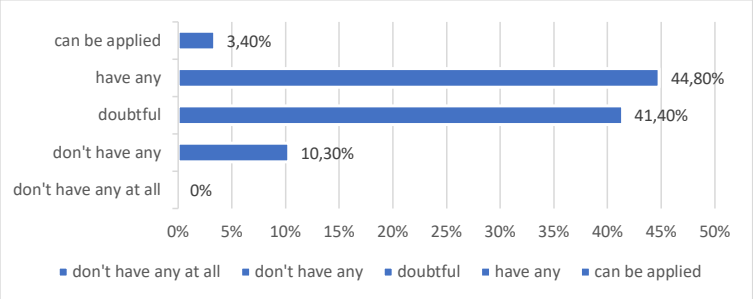
Results and Discussion

In this results section, two things will be the focus of the findings, describing current students' ability using those English book reference materials, and the topics needed by students to be developed as teaching English textbook materials for paragraph writing course.

a. An overview of current students' ability to write paragraphs in the Basic Writing course

A total of 44 people participated in the research. The results of the 44 people surveyed are presented as follows:

(1) Having paragraph writing skills



Commented [A5]: 4. Research method: **You need to divide such as the following:**
a. Research design
b. Research subjects
c. Research instruments and procedures of data collection
d. Validation of instruments
e. Data analysis approach

Improved:

Reseach Design

The research employed a mixed-methods approach, combining quantitative analysis of students' paragraph writing performance with qualitative interpretation into their perceptions to the use of global English textbooks as writing paragraph teaching materials.

Reseach Subject

The reseach subjects comprises of 44 students drawn from two separate classes enrolled in English Paragraph Writing courses, forming the basis for comprehensive assessment of the impact of global textbooks on paragraph writing proficiency. The subjects selected were based on criteria such as English proficiency level and willingness to participate in the study. The selected subjects exhibit above-average academic capabilities, indicated by a Grade Point Average (GPA) exceeding 3.50, as confirmed by academic records provided by the head of the academic subdivision. Consequently, all students from the two classes were included as research samples, ensuring representation of proficient academic performance within the scope of this study.

Reseach Intrument

The questionnaires were employed to investigate description of current students' performance to write paragraphs in the Paragraph Writing Course and to find out the topics needed by students to be developed as teaching English textbook materials for paragraph writing course.

Procedures of data collection

Two distinct questionnaires were distributed through the Learning Management System (LMS) of Universitas Muslim Indonesia, leveraging Google Forms as an online student learning tool. Subsequently, students were notified via WhatsApp Group Links about the questionnaire's availability on the LMS platform, and their voluntary participation in filling out the research questionnaires was solicited. Within a brief timeframe, students promptly completed the questionnaires, facilitating efficient data collection for the study.

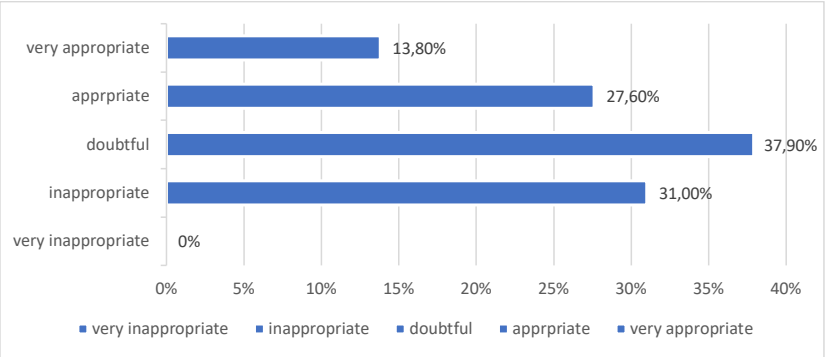
Data analysis approach

Following the distribution of the questionnaires, the researcher utilized WhatsApp Group Links to inform students of the request to complete the research questionnaires via Google Forms embedded within the Learning Management System (LMS). Subsequently, the data filled in by students were subjected to quantitative analysis directly within the Google Forms platform. This approach facilitated a seamless and efficient process of data collection and analysis, leveraging the integrated functionalities of Google Forms to obtain quantitative insights from the gathered responses.

Bar 1. Writing skills

Bar 1 above shows that 10.3% do not have paragraph writing skills at all; 41.4% were doubtful; 44.8% already had; and 3.4% can be implemented.

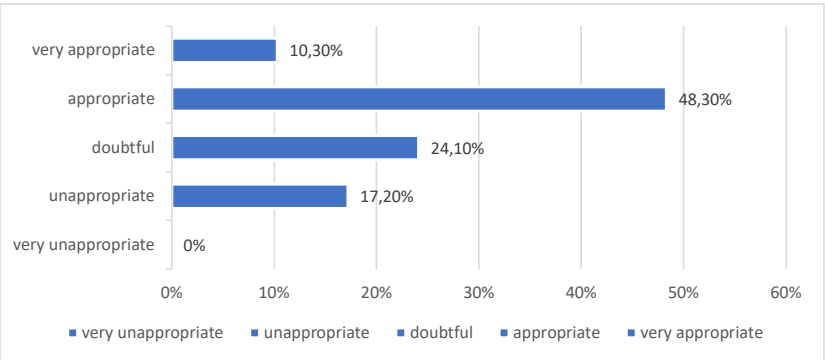
(2) Confident



Bar 2. Confident

Bar 2 above shows that the level of confidence in writing paragraphs is 31.0% stating they lack confidence; 37.90% expressed doubt; 27.60% expressed confidence; and 13.80% are very confident.

(3) Awareness of involvement in paragraph writing activities



Bar 3 Awareness of involvement in paragraph writing activities

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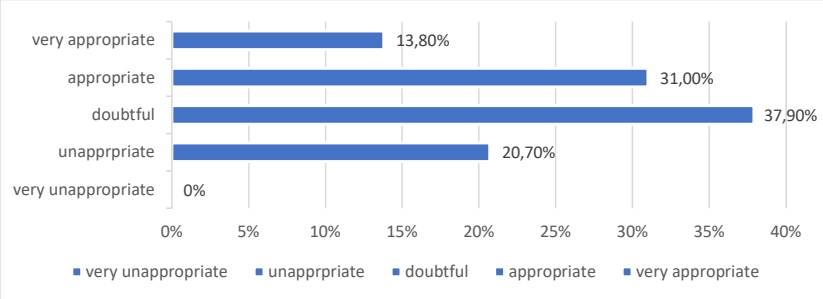
Improved:
In Figure 1, the distribution of students' writing skills in paragraph composition reveals distinct categories. Firstly, a small percentage, approximately 3.40%, are labeled as "can be applied." These students demonstrate advanced proficiency, capable of effectively applying their skills across various contexts. Following this group, the majority, comprising approximately 44.80%, falls into the category of "already have" paragraph writing skills. While they possess a basic level of proficiency, there remains room for improvement in clarity, coherence, and depth of expression. Subsequently, nearly half of the students, around 41.40%, are categorized as "doubtful." This indicates a significant portion of the student population exhibits uncertainty or inconsistency in their writing skills, lacking confidence in consistent application. Lastly, a segment, roughly 10.30%, is identified as lacking fundamental paragraph writing abilities. These students may encounter challenges in organizing ideas coherently within the structure of a paragraph.

Commented [A7]: 5. The findings are not clear. What are the key themes of the findings?
Improved:
Figure 2 reveals varying levels of confidence among students in their paragraph writing abilities. Firstly, approximately 13.80% report feeling very confident, indicating a significant yet smaller proportion with a high level of self-assurance. Leveraging this confidence can foster a positive learning environment and promote ongoing skill development. Additionally, around 27.60% express confidence, suggesting a notable portion feeling assured in their abilities. Building upon this confidence through further skill development opportunities can empower students to become more proficient writers. However, nearly 37.90% express doubt about their paragraph writing skills, indicating a substantial proportion with reservations or uncertainty. Addressing these doubts may require additional support and practice opportunities. Lastly, approximately 31.00% lack confidence in their writing abilities, suggesting a considerable number feel insecure. Understanding factors contributing to this lack of confidence, such as past academic experiences or language barriers, can inform interventions to enhance students' confidence and competence in paragraph writing.

Bar 3. above shows that the level of awareness of being involved in paragraph writing activities is 17.20% stating they are less involved; 41.4% said they were doubtful; 24.10% said they actively participated 48.30%; and 10.30% said they participated very actively.

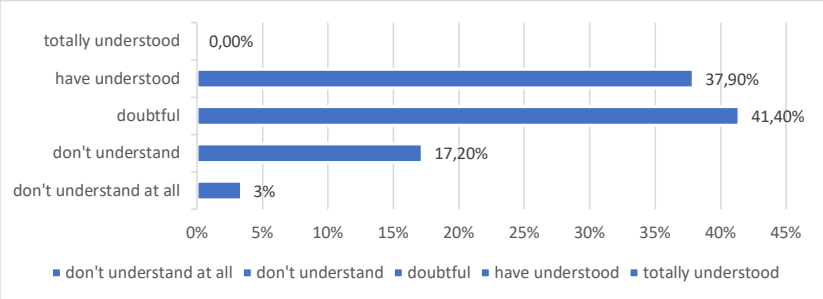
(4) Interest in writing paragraphs



Bar 4. Interest in writing paragraph

Bar 4 above shows that the level of interest in paragraph writing is 20.70% stating they are less interested; 37.90% expressed doubt; 31% expressed interest; and 13.80% said they were very interested.

(5) Knowledge about the benefits of paragraph writing



Bar 5. The benefits of paragraph writing

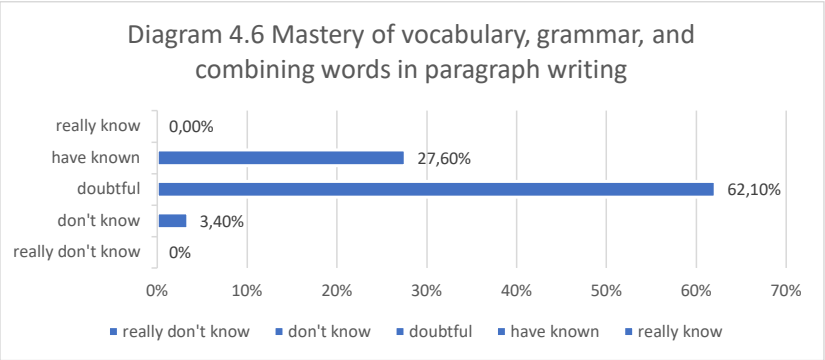
Bar 5 above shows that 3.40% of them said they did not know about the benefits of paragraph writing; 17.20% said they did not understand; 41.40% expressed doubt; and 37.90% said they already understood.

(6) Mastery of vocabulary, grammar, and combining words in paragraph writing

Commented [A8]: 5. The findings are not clear. What are the key themes of the findings?
Improved:
Figure 3 indicates that the students' awareness and involvement in paragraph writing activities. Approximately 10.30% of students view their participation as "very appropriate," indicating a smaller yet notable group that strongly believes in the relevance of these activities for enhancing writing skills. Additionally, nearly half 48.30% perceive their involvement as "appropriate," suggesting a significant majority finds these activities suitable and beneficial. However, around 24.10% express doubts about the relevance of their involvement, while 17.20% feel it's "inappropriate." Notably, no students consider their involvement "very inappropriate," indicating a lack of significant dissatisfaction. These findings underscore the need to address doubts and perceptions to encourage active engagement in paragraph writing activities.

Commented [A9]: 5. The findings are not clear. What are the key themes of the findings?
Improved:
Figure 4 reveals students' interest levels in paragraph writing. Firstly, 13.80% consider it "very appropriate," indicating a notable group that values its importance in skill development. Additionally, around 31.00% find it "appropriate," suggesting significant engagement and relevance. However, approximately 37.90% express doubts, indicating uncertainty about its relevance. Lastly, about 20.70% perceive it as "inappropriate," suggesting some students find it unengaging or unsuitable. These findings highlight the importance of addressing doubts and fostering positive perceptions to enhance student engagement in paragraph writing activities.

Commented [A10]: 5. The findings are not clear. What are the key themes of the findings?
Improved:
Figure 5 illustrates students' understanding of the benefits of paragraph writing. Notably, no students reporte totally understanding the benefits. This underscores the need for educators to clarify and emphasize the benefits of paragraph writing to enhance student comprehension and appreciation of its importance in writing proficiency. Moreover, 37.90% indicate they already understand the benefits, suggesting a substantial proportion recognizes the advantages of paragraph writing. However, a significant portion 41.40% expresse doubts about the benefits, implying uncertainty or ambiguity regarding the advantages of paragraph writing. Additionally, 17.20% state they do not understand the benefits, indicating a further group with limited understanding. Conversely, a small percentage 3.00% reporte not understanding the benefits at all, suggesting a minor portion may lack awareness or comprehension of its advantages.



Bar 6. Mastery of vocabulary, grammar, and combining words in paragraph writing

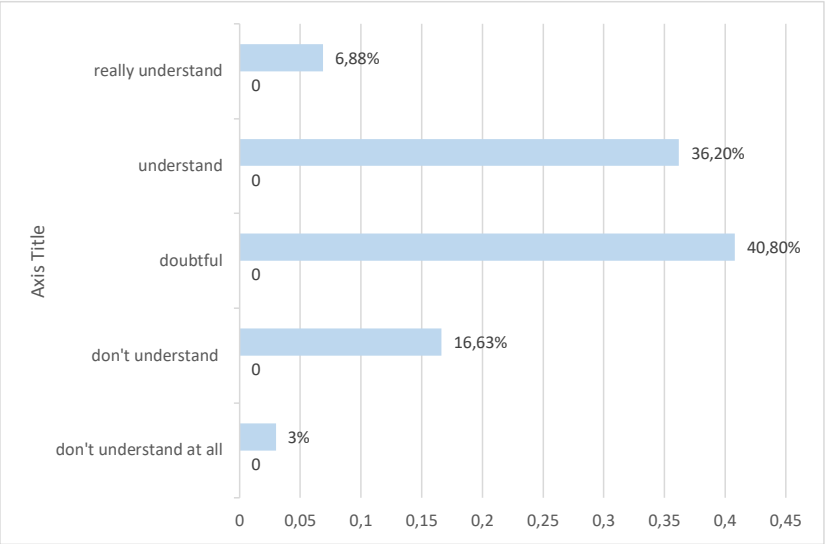
Bar 6 above shows that 3.40% said they did not know about knowledge about mastering vocabulary, grammar and combining words in paragraph writing; 62.10% expressed doubt; 27.60% said they already knew, and 0.0% said they didn't know at all and knew at all.

Based on the data above starting from the first aspect to the sixth aspect, the results of this research can be concluded that the level of doubt occupies the highest percentage, reaching 40.8%; then the ability to understand paragraph writing was 36.2%; next, namely not understanding paragraph writing as much as 16.63%; for those who don't understand at all, the percentage is very small, namely 3%, and for those who really understand, the percentage reaches 6.88%. This can be seen in the following bar.

Commented [A11]: 5. The findings are not clear. What are the key themes of the findings?.

Improved:

Figure 6 presents insights into students' knowledge and confidence levels regarding vocabulary, grammar, and combining words in paragraph writing. Firstly, it's notable that no students reported "really know" in this aspect. This suggests a complete absence of students who feel they have a thorough understanding of vocabulary, grammar, and word combination within paragraph writing. However, approximately 27.60% have indicated they have known, indicating a portion of students who possess some level of familiarity or understanding in this area. Nonetheless, a significant majority (62.10%) expresses doubts, suggesting uncertainty or ambiguity regarding their knowledge and skills in vocabulary, grammar, and word combination within paragraph writing. Furthermore, a small percentage (3.40%) state they don't know, indicating a minority of students who acknowledge their lack of understanding or proficiency in this aspect. Notably, no students reporte "really don't know," suggesting that while some students may lack confidence or familiarity, none feel completely unaware or clueless about vocabulary, grammar, and word combination in paragraph writing.



Bar 7. The current students' ability using those English book reference materials

The conclusion of the survey of the current students' ability using those English book reference materials (global textbooks) shows that learning Paragraph Writing has not optimized various learning approaches in the classroom that are relevant to the characteristics and objectives of learning Paragraph Writing.

b. the topics needed by students to be developed as teaching English textbook materials for paragraph writing course.

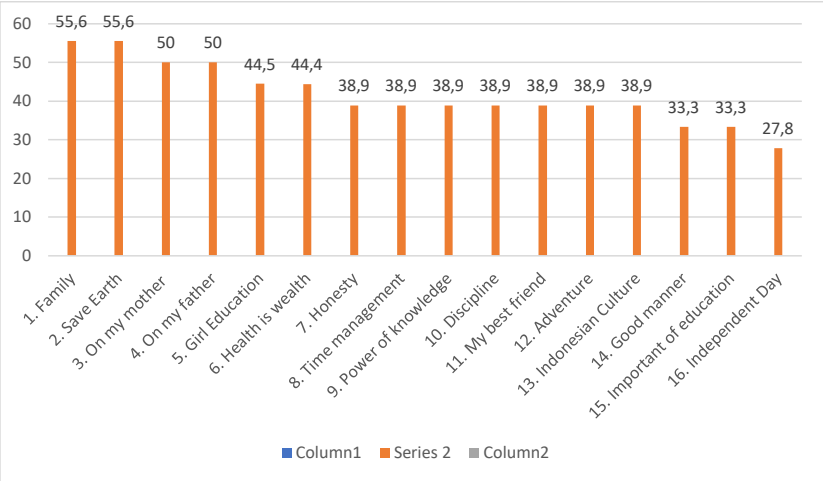
A total of 60 topic chosen by students were found considered interesting and enjoyable. Sixteen of the highest frequency of them: (1) Family 55,6% (2) Save Earth 55,6% (3) On my mother 50% (4) On my father 50% (5) Girl Education 44,5% (6) Health is wealth 44,4 % (7) Honesty 38,9% (8) Time Management 38,9% (9) Power of knowledge 38,9% (10) Discipline 38,9% (11) My best friend 38,9% (12) Adventure 38,9% (13) Indonesian Culture 38,9% (14) Good manner 33,3% (15) Important of Education 33,3% (16) Independent Day 27,8%.

The topics suggested by students via the Google form can be seen in chart 4.7 as follows:

Commented [A12]: 7. Restate only key ideas not repeating the statistics

Improved:

In a study involving student preferences for topics in paragraph writing, a total of 60 topics were identified as interesting and enjoyable. Among these topics, sixteen emerged with the highest frequencies, indicating their popularity among students. The top-ranking topics included Family, Save Earth, On my mother, and On my father, each garnering a significant percentage of votes, ranging from 50% to 55.6%. Following closely were themes such as Girl Education, Health is wealth, and Honesty, which received notable levels of interest, ranging from 38.9% to 44.5%. Other topics of interest included Time Management, Power of knowledge, and Discipline, each capturing the attention of approximately 38.9% of the respondents. Additionally, themes such as My best friend, Adventure, Indonesian Culture, and Good manners were also popular among students, with 33.3% to 38.9% of respondents expressing interest. Less commonly chosen topics included Importance of Education and Independence Day, with 27.8% and 33.3% of respondents showing interest, respectively.



Column 1. Topics Students Need

Discussions

In this discussion, there are two things that will be studied, first describing current students' ability using those English book reference materials, and the second, the topics needed by students to be developed as teaching English textbook materials for paragraph writing course.

The former, the research product in the form of teaching materials for writing paragraphs in the Paragraph Writing course was developed starting with conducting an initial analysis current students' ability using those English book reference materials at English Education Study Program at Faculty of Letters Universitas Muslim Indonesia in order to identify the needs required by students (Sasayama, Garcia Gomez, and Norris 2021). This needs analysis includes an analysis of the initial description of learning to write paragraphs in the Basic Writing course which is related to the following aspects: 1. paragraph writing skills; 2. confidence in writing; 3. awareness of involvement in paragraph writing activities; 4. interest in paragraph writing; 5. knowledge about the benefits of paragraph writing; and 6. mastery of vocabulary, grammar and combining words in writing paragraphs. Apart from this, a description of the teaching material needs required by students was also analyzed. Based on the results of the needs analysis, it shows that students need teaching materials that suit their needs because the reference books currently used consist of 6 reference books in English (global textbooks). (1) Purdue University (2020) Purdue Online Writing Lab, (2) Monash University 2020 Research and Writing Assignment, (3) G eyte, E.V 2013 Writing learn to write better academic

Commented [A13]: 6. This is not a discussion; you need to connect the meaning of the findings and theory you use in the literature.

Improved:

Based on the results, the current students' abilities using global English textbook reference materials and the topics needed for teaching English paragraph writing are described as follows:

a. The current students' abilities using global English textbook reference materials

The data from Figures 1 to 6 collectively provide insights into students' proficiency, confidence, awareness, interest, understanding, and knowledge in paragraph writing. The results in Figure 1 reveal a spectrum of students' paragraph writing skills, from advanced proficiency to fundamental deficiencies. Only 3.40% demonstrate advanced proficiency, capable of effectively applying skills across contexts, indicating a deep understanding and adaptability. Conversely, the majority lack such proficiency, struggling to apply skills across scenarios due to various factors. Non-native speakers may find complex vocabulary, idiomatic expressions, and grammatical structures challenging. Cultural references in native English textbooks may pose comprehension difficulties. Differences in writing style between native and non-native languages hinder adaptation. Additionally, complex academic concepts in native English textbooks may require high language proficiency for comprehension. Overall, these challenges highlight the need for tailored support and resources for non-native speakers to improve paragraph writing skills. This is in line with what (Tomlinson 2008) proposed, that many English learners of foreign languages fail to use ELT (English Language Teaching) materials because they do not meet the standard needs of the learner.

Based on the results in Figure 2, the confidence levels vary widely among students, with a significant proportion expressing doubts or lacking confidence in their writing abilities. Approximately 37.90% doubts regarding their paragraph writing skills, suggesting a considerable portion experiences reservations or uncertainty. Various aspects of global English textbooks contribute to students' doubts when writing paragraphs. Firstly, the language used may be overly complex for non-native speakers, comprising advanced vocabulary, idiomatic expressions, and intricate grammatical structures, hindering comprehension and application. Additionally, cultural references and contexts within these textbooks may be unfamiliar to non-native students, impeding their ability to relate to the material. Moreover, the lack of personalization in global English textbooks fails to cater to individual needs and preferences, neglecting to provide tailored learning experiences. Furthermore, content presentation may lack contextualization, making it challenging for non-native speakers to apply learned concepts in real-world writing situations. Insufficient language support resources, such as glossaries or practice exercises, further compound these difficulties. Finally, the complexity of assigned writing tasks, such as synthesizing information or crafting arguments, may exacerbate feelings of doubt and uncertainty among non-native English speakers. This observation aligns with previous research conducted by (Sundana, 2017) which highlights the relevance of the complexities in assigned writing tasks, such as synthesizing ...

essays, (4) University of Washiton 2020 ESL: Coherence and Cohesion, (5) University of Khansas 2020 KU Writing Center, (6) Writer's Digest University 2020 Types of Paragraph, what is stated in the Semester Learning Plan (RPS) for the Paragraph Writing Course is quite difficult for first semester English Language Education Study Program students to understand. We can see this from the results of the research above that the students who said they understood or did not understand reached 40.8%; then those who were able to understand paragraph writing were 36.2%; next, namely not understanding paragraph writing as much as 16.63%; for those who don't understand at all, the percentage is very small, namely 3%, and for those who really understand, the percentage reaches 6.88%. The six books mentioned above are English reference books basically intended for native English speaker students. When these reference books were taught to the first semester students, who were not native speakers, several obstacles were faced, for example students had difficulty understanding the book because they still had limited vocabulary and the ability to understand the construction of the sentences used. Apart from that, the content in these reference books is mostly related to the aspects of European life. This is the cause of low student interest in studying the global books as the results of a survey conducted on the students as research respondents. Of course, these aspects of life are not in accordance with the lives of Asian people in general, so the students have problems understanding the teaching material. This is one of the impacts of learning outcomes in understanding paragraph writing which is relatively low, namely 36.2%. This is confirmed by (Tomlinson, 2008; Prichard and Atkins, 2020; Ardasheva et al., 2021; Durrant, 2019) many learners of English as a foreign language fail to use ELT material because it does not meet the standards of learner needs. In addition, a lack of familiarity with the lexical, grammatical, and discursive features associated with academic language poses comprehension challenges for many adolescent readers, especially those who are still developing English language skills. So vocabulary is one of the main challenges faced by students because vocabulary is related to all language skills and is one of the main keys in communication interactions, either in speaking, writing, reading or listening. Apart from this, the level of student vocabulary knowledge is still relatively low, namely 27.60%. The researcher learned this when teaching the first semester students, the respondence in this research, in the literal reading course. Of 2.000 most frequent words in English Language Texts, the students know very few of these words. Additionally, of 570 academic word list, the students also know very few of these words. However, as stated by Beatrice S. Mikulecky & Linda Jeffries (2007), a strong vocabulary is an essential aspect of reading and writing ability.

The latter, the topics needed by students to be developed as teaching English textbook materials for paragraph writing course.

Based on the results of the analysis at the initial stage above, the topics chosen by students that are considered interesting are as follows, starting from the highest frequency to the lowest: (1) Family 55,6% (2) Save Earth 55,6% (3) On my mother 50% (4) On my father 50% (5) Girl Education 44,5% (6) Health is wealth 44,4 % (7) Honesty 38,9% (8) Time Management 38,9% (9) Power of knowledge 38,9% (10) Discipline 38,9% (11) My best friend 38,9% (12) Adventure 38,9% (13) Indonesian Culture 38,9% (14) Good manner 33,3% (15) Important of Education 33,3% (16) Independent Day 27,8%. These topics have been developed to the design stage which begins with compiling material based

on the RPS for the Paragraph Writing course which is then developed using Task Based Language Teaching, namely a learning program based on assignments. As stated by (Komáromi 2023), the tasks including objectives, content and learning outcomes are important to rethink and reassess in the teaching and learning process at university level, and how engagement, complex thinking and critical attitudes of students can be improved. At the same time, the effectiveness and efficiency of teaching and learning are also improved. For example, before learning begins, at the beginning of each lecture there needs to be assignments done first. The aim is to prepare students' brains with what they already know about the material to be studied and connect it to our previous knowledge (perhaps we have heard or read the material we will discuss before), and can predict what will be covered in the learning. When learning is taking place, students need to do assignments. The goal is to understand the key words in the discussion material. These tasks can be in the form of questions, such as: how, what, why, where, when, who, what is the relation between...and...., to what extent..., what significant.... After completing learning, students need to do assignments again. The goal is to store what has been learned in long-term memory (long-term memory so that when the information is needed it can easily be recalled). Basically, we learn when we receive new information and add it to the information warehouse in our brain. Sensory memory/short-term memory which has very limited capacity and very limited memory, namely memory that records what we see, hear, feel, touch, and kiss (Carter, 2011). Every day, we are all exposed to various pieces of information, perhaps tens or hundreds of pieces of information. We can remember/store only 7 to 9 pieces of information simultaneously, while the other information is forgotten. Information 7 to 9 needs to be organized as well as possible through carrying out tasks so that the information can be transferred to long-term memory which has unlimited capacity. The more you learn (including doing assignments) the more information you will remember.

Conclusion

Based on the findings and discussion in this research, several conclusions can be drawn as follows:

First semester students found it very difficult to use the reference books used by the lecturers in the Paragraph Writing course because the reference books were all in English and were actually intended for native English speakers. The difficulties faced by students include that the book is written in English with an advanced level language standard, while the students who use it still have an elementary level English standard. Because of this, many foreign language English learners fail to use ELT materials because they do not meet the standards of the learners' needs. Apart from this, the level of students' vocabulary knowledge is still relatively low. Of the 2,000 most frequent words in English Language Texts, the students know very few of these words. Apart from that, from the 570 academic word list, the students know very few of these words. Therefore, the students require developing strategies for expanding their knowledge of vocabulary, particularly most frequent words in English language texts and words used often in academic texts. Furthermore, knowledge about the structure of the English language is still low, as the students pointed out during interviews regarding the use of teaching materials in the Paragraph Writing course when this research was carried out.

In general, the students are not very interested in English writing learning material topics because these materials are designed for non-native speakers in paragraph writing courses. Therefore, the student responses to learning topics comfortable and interesting for them based on the choices from the highest to lowest frequency are as follows: (1) Family 55,6% (2) Save Earth 55,6% (3) On my mother 50% (4) On my father 50% (5) Girl Education 44,5% (6) Health is wealth 44,4 % (7) Honesty 38,9% (8) Time Management 38,9% (9) Power of knowledge 38,9% (10) Discipline 38,9% (11) My best friend 38,9% (12) Adventure 38,9% (13) Indonesian Culture 38,9% (14) Good manner 33,3% (15) Important of Education 33,3% (16) Independent Day 27,8%.

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4. Bukti konfirmasi review ke 2

Prof. Amirullah Abduh, PhD (Scopus ID: 57197817281) <ojs@unm.ac.id> Mon, Mar 19, 10:35 PM

to me

Mr. Yunus

There are still some minor revisions should be improved. The following points in this article should be revised.

1. The abstract of your article and its conclusions are not synchronized.
2. In writing references, the year of publication is enclosed in parentheses, while the title of the article or book only capitalizes the first word.

We are looking forward to hearing from you

Best regards
Editor
Prof. Amirullah Abduh, PhD (Scopus ID: 57197817281)
English Language Education, Universitas Negeri Makassar
amirullah@unm.ac.id
Chief Editor
Email:ijole@unm.ac.id

Muhammad Yunus <muhammad.yunus@umi.ac.id> Tue, Mar 20, 8:20 AM

Dear Chief Editor

I have revised your corrections as the enclosed:

Best,

Muhammad Yunus

1. The abstract of the article and its conclusions has been improved.

Abstract

The article focuses on identification of students' performance to write paragraphs and the topics needed by students to be developed post global English textbooks exposure. This study aimed to investigate description of current students' performance to write paragraphs after studying a paragraph writing using Global English Textbooks and to find out the topics needed by students to be developed as teaching English textbook materials for Paragraph Writing Course. The research employed a mixed-methods approach, combining quantitative analysis of students' paragraph writing performance with qualitative interpretation into their perceptions to the use of global English textbooks as writing paragraph teaching materials. The total samples were 44 students of English Study Program, Faculty of Letters, Universitas Muslim Indonesia. To obtain information from the informants, the researchers employed questionnaires of Paragraph Writing distributed to the students through the Learning Management System (LMS) Google form. The results showed that students exhibited a wide range of proficiency levels in paragraph writing, from advanced to fundamental deficiencies, necessitating targeted support across all skill levels. Moreover, a significant proportion of students lacked confidence in their writing abilities, emphasizing the importance of tailored instruction to address uncertainties effectively. Challenges with global English textbooks, including language complexity and cultural references, exacerbated these issues. Despite the inherent benefits of paragraph writing, such as language development and critical thinking skills, some students questioned its relevance in non-native English education settings. Additionally, doubts about fundamental language aspects like vocabulary and grammar underscored the need for focused instruction in these areas. Overall, addressing these challenges required comprehensive supports and resources to enhance students' paragraph writing skills and confidence levels effectively. Meanwhile, the exploration of sixty topics provided valuable insights into students' interests and knowledge. Among them, sixteen topics emerged as notably popular, indicating a strong resonance with students. These topics ranged from personal narratives to societal issues, reflecting students' diverse values and concerns. Furthermore, themes related to self-improvement and academic success garnered considerable interest, underscoring students' aspirations for growth. Even less chosen topics still demonstrated students' engagement with various aspects of interpersonal relationships and cultural identity. Moreover, the inclusion of less common topics reflected students' recognition of broader educational and patriotic ideals, albeit with less enthusiasm.

Keywords: paragraph writing, students' performance, topics tailored to students' need

Conclusion

Students' paragraph writing skills vary widely, ranging from advanced to fundamental deficiencies, with only a small percentage demonstrating advanced proficiency. Addressing these discrepancies requires targeted support and resources

across all proficiency levels. Additionally, a significant proportion of students express doubts or lack confidence in their writing abilities, underscoring the need for tailored instruction and support to address these uncertainties effectively. Challenges with global English textbooks further compound these issues, as various factors such as language complexity, cultural references, lack of personalization, and insufficient language support resources contribute to students' doubts and difficulties in paragraph writing. Despite the benefits of paragraph writing, including language proficiency development, critical thinking skills, and communicative competence, a notable portion of students question its advantages within the context of non-native English education. Furthermore, many students express doubts about their proficiency in fundamental aspects such as vocabulary, grammar, and word combination within paragraph writing, highlighting the necessity for targeted instruction and support in these areas.

The identification of sixty topics sheds light on students' interests and existing knowledge. Among these, sixteen stand out as particularly popular, indicating a strong resonance with students. Themes like Family, Save Earth, and personal narratives received significant attention, reflecting students' deep-seated values and experiences. Additionally, topics concerning social issues such as Girl Education and Health is wealth demonstrate students' awareness and concern for broader societal matters. Furthermore, themes related to self-improvement and academic success, such as Time Management and Power of knowledge, garnered considerable interest. Despite varying levels of popularity, even less chosen topics like My best friend and Adventure indicate students' engagement with interpersonal relationships and cultural identity. Lastly, the inclusion of less common topics like Importance of Education and Independence Day suggests a recognition of broader educational and patriotic sentiments among students, albeit with lower levels of engagement.

2. In writing references, the year of publication is enclosed in parentheses, while the title of the article or book only capitalizes the first word. (**improved**)