DEVELOPING AN E-MODULE OF PARAGRAPH WRITING SUBJECT IN A PRIVATE UNIVERSITY USING A GENRE APPROACH

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ABSTRACT

The purpose of this paper was to develop an E-module of writing paragraph subject using genre Approach, particularly Reading to Learn. This paper used a research and development approach. The result of three expert review showed that the prototype of the product was categorized as having high validityas indicated by the average score of questionnaires on content with 4.4, the instructional design 3.9, and media (3.9). Moreover, the module was also categorized as highly practical as indicated by the average score of one-to-one evaluation (4.22) and small group evaluation (4.29). Meanwhile, the result of field test evaluation showed that there was an improvement in students writing with the mean 75.18 was the final result (post-test) which was considered as high. There was an improvement made by students after the researcher gave them a treatment by using the E-module.
Keywords: E-module, Genre Pedagogy, Narrative Paragraph, Reading to Learn, Writing skill

INTRODUCTION

Textbooks play an important role in the teaching learning process as they are the primary agents of conveying knowledge to students. One of the basic functions of textbook is then to make the existed knowledge available and apparent to the students in a selected, easy and organized way. According to Hutchinson and Torres (1994), any textbook has a very important and postive part to play in teaching and learning of English. Textbooks provide the necessary input into classroom lessons through different activities, reading and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs.

Moreover, Richards (2001) argues any learning program may have no impact if it does not have textbooks as they provide structure and a syllabus. Moreover, the use of a textbook can guarantee that students in different classess will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, cassettes, and video, etc., which make the learning environment interesting and enjoyable for learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. The content of English language textbooks influences what teachers teach and students learn.

This paper will focus on developing an E-module of Paragraph Writing Subject which is as an important and beneficial skill for the the students to help them to be success during their study in PGRI Silampari University. This skill should be taken by the first semester students who study in English Education Study Program in a private university in Lubuklinggau. It is required in many contexts throughout life. In the academic context, Dudley-Evans & John (1998) state that the students are required to produce a specific wiritng genres such as essay, summary, critical review, and research paper. Based on Australian SFL perspective, genre has been defined as the ways that we get things done through language – the ways we exchange information and knowledge and interact socially (Callaghan, Knapp and Knoble, 1993). Regarding this, there are at least eight prototypical genres that are necessary for students to learn. They are Recount, Report, Explanation, Exposition, Discussion, Procedure, Narrative, News Story (Macken-Horarik, 2002).

However, this paper will focus on narrative genres. The reason is, regarding to the aim of Paragraph Writing Subject, this genre is a literary text that begins with an orientation introducing a setting and characters, and perhaps a foreshadowing of what is to come (Feez and Joyce, 1998). Thus this genre is an important skill needed by university students as the beginning skills to improve their writing.

Based on the results of preliminary and writer's teaching experience, there are two factors which cause the lack of knowledge and skill of students in writing paragraphs. They are the use of poor aligned approach in learning paragraph writing and the unavailability of teaching material which has good quality. Therefore, an appropriate solution to improve students' skill in writing academic paper is needed. One possible way to implement integrated approach which includes critical literacy and genre pedagogy in multimodal text both as an approach in learning process to make writing for academic purposes seems real and a basis in developing teaching material of it. The reason to use this integrated approach here is to overcome the shortcomings among those approaches.

This teaching material will benefit for both teachers and students. For teachers, it can be used as a reference/guide for carrying out the learning process of writing for academic purposes using an integrated approach (critical literacy and genre pedagogy). While for students, it will be a guide and learning resources that can assist them in learning academic writing. besides that, it is expected that the product can enhance students' inspiration, motivation, creativity, critical literacy and productivity in academic writing. Moreover, the objectives of genre pedagogy can decrease the gap among students' ability and accelerate students' literacy skills by integrating reading and writing (Rose and Martin, 2012).

The application of reading to learn program in learning paragraph writing here is based on nine sets of strategies that provide three levels of support for reading and writing (Rose and Martin, 2012). This program consists of strategies for preparing reading, for reading in detail, and for using intensive strategies of what has been learnt from reading to write new texts. Therefore, this research focused on developing an E-module of Paragraph Writing Subject using Genre Approach, particularly Reading to Learn.

LITERATURE REVIEW

Genre pedagogy gained popularity in the 1980s, when it was realized that students would benefit from studying various text types. GBA is one of the major trends in the new millenium, with discourse and genre analysis, schema theory, pragmatics, and systemic functional linguistics 'rekindling and interest in functionally based approach to language teaching' (Rodgers, 2002). Next, GBA is having a considerable impact on the way people see language use and on literacy education around the world (Hyland, 2002). Further, GBA is a major paradigm shift over the past 15 years or so towards a more social, contextual approach based on genre theory (Johns, 2002). This approach emerged in response to dissatisfaction with the practices of various writing approaches that focused on narrative genres and mostly overlooked other types of writing. This approach offers students "explicit and systematic explanations of the ways of language functions in social contexts" and encourage them "to consider the forces outside the individual that help guide purposes, establish relationships, and ultimately shape writing" (Hyland, 2003: 18).

Moreover, genre pedagogy emerged due to the dissatisfaction with the process approach to teaching literacy in Australian school, which focuses on natural learning, personal voices and more narrative texts. the process theorists argue students can learn to write without formal instruction (Graves, 1994), as they learn to speak (Paltridge, 1997). Moreover, this pedagogy also emerged due to the teaching of English which often the teaching of grammar (Martin, Christie and Rothery, 1994).

The genre theorists examines that educators have a responsibility to intervene in the learning process (Christie, 1990), students should learn not only recounts and narratives, but also discussions, explanations, etc. That should be explicitly taught (Martin, 1985). Genre pedagogy, supported by SFL, discusses a critical social literacy perspective that views "literacy is a social practice, a form of social action where language and context co-participate in the meaning making enterprise (Halliday, 1978, cited in and Emilia, 2005, p. 57), as stated in the previous section. Main goals, principles and models of genre pedagogy will be discussed below. However, before describing those, it is necessary to identify the concept of genre used in genre pedagogy.

Reading to Learn program (henceforth, R2L) is the third generation of genre pedagogy (Rose and Martin, 2012). The start point of this program is to meet the needs of indigeneous school students from remote communities (less advantaged students) in central Australia (Rose and Martin , 2012) **.** This pedagogy extends genre pedagogy's principle of embedded literacy, to integrate the teaching reading and writing across the curriculum at all levels of schools and beyond (an integrated approach that has been designed and refined through extensive classroom application and teacher professional learning programs) (Rose and Martin, 2012)**.** The goal of this pedagogy also advances the literacy of all students, from all backgrounds and ages, at an average of double expected learning rates, and up to four times expected rates for the students who started with the weakest skills. The most consistent results are with whole classes (Rose, Rose, Farrington & Page, 2008).

Key Principles of R2L

There are eight key principles of R2L program that have been apllied to designing a pedagogy for explicitly teaching reading and writing (literacy) at all levels of education (Rose and Martin, 2012, p.126-127). Firstly, the principle is that *reading deals with four levels of meaning* – decoding (letter patterns in words), identifying (patterns within sentences), inferring (patterns across texts), and interpreting (experience and social relations beyond text); Second, the principle refers to *explicit guidance by caregivers and/or teachers* (not by discovering it for themselves in a 'print rich environment'); Third, the principle focuses on that *Guidance takes highly predictable forms as cycles of interaction* (focus, identify, affirm, in addition prepare and elaborate); fourth, the principle is that *elaborations may be interactive*; fifth, the principle is that classroom interactions *follow similar patterns*. Sixth, the principle is that *reading development occurs over time*. Seventh, the principle is that '*in the early stages, parents provide most of the literal, inferential and interpretive meanings in a text*, and in later stages children may be guided to identify, infer and interpret meanings themselves as the text is read'. Finally, the principle is that '*children are not expected to start decoding themselves*,

until they are thoroughly familiar with written ways of meaning; and learning to decode letter patterns becomes easy once they are familiar with the meanings of words'.

1) Three levels of strategies in R2L

R2L program has nine sets of strategies that provide three levels of support for reading and writing (Rose and Martin, 2012). This program includes strategies for preparing reading, for reading in detail, and for using what has been learnt from reading to write new texts:

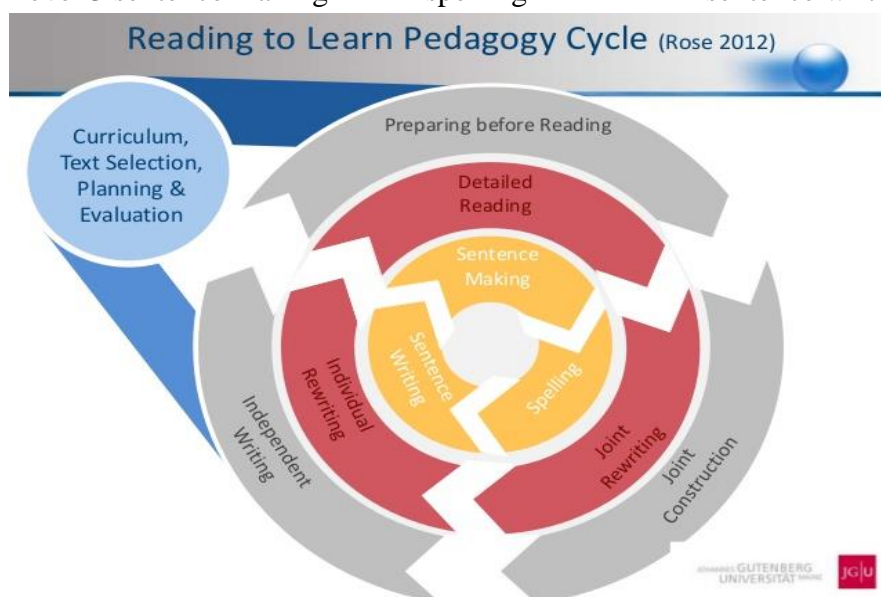| Level 1 preparing for reading | joint construction | individual construction |
| Level 2 detailed reading | joint rewriting | individual rewriting |
| Level 3 sentence making | spelling | sentence writing |

Figure 2.1: three levels of strategies in Reading to Learn Program

Cycle 1 – this cycle includes strategies for supporting students to read texts in the curriculum, along with deconstructing model texts for writing. it also links directly with the curriculum goals at each stage of schooling, including the knowledge that is learnt through reading, the evaluation of learning through writing. the language focus is particularly on the structures of whole texts.

Cycle 2 – this cycle provides a higher level of support for students to read the language of curriculum texts with detailed comprehension and to use the language students have learnt from reading in their writing. the language focus is on patterns of meaning within and between sentences. The strategies of this level are used to develop detailed knowledge about language at the levels of grammar and discourse.

Cycle 3 – this cycle deals with intensive strategies that are used to teach foundation skills in reading and writing in the context of texts.

METHOD

The researcher used research and development. The design model in this development research is the ADDIE model that consists of five components, namely analysis, design, development, implementation, and evaluation. It emerged in the 1990-year developed by Raiser and Mollenda. One of the function of ADDIE is to be a guideline in building the device and infrastructure of training programs that are effective, dynamic, and support the performance of the training itself.

This model was chosen because the ADDIE model was often applied to describe a systematic approach to instructional development. Besides, the ADDIE model is a general and suitable learning model used for development research. The term is almost identical to the instructional system development. When used in the development, this process is considered sequential but also interactive, where the evaluation results of each stage can bring the development of learning to the previous stage.

FINDING

In this research, there were 25 students as the sample of the research. The researcher got the data by questionnaire and tests to the students. The samples in this research were the first semester students of English Education Study Program at PGRI Silampari Univerisity.

In conducting this research, the researcher used the ADDIE model. This research consisted of five phases including analysis, design, development, implementation, and evaluation. The explanation of each stage in this research was as follows:

1. Analysis

In the analysis steps, the researcher analyzed students' needs and students' interests. Students' needs were analyzed through a syllabus. While students' interest was analyzed by identifying the students' interest by giving the questionnaires.

The need analysis covered the syllabus and students' needs. First, syllabus analysis of paragraph writing subject. Students should learn four skills in English such as speaking, reading, listening, and writing, but this research only focuses on writing skills. In the standard of competence and basic of competence, the students were expected to be able to read aloud sentences by correct pronunciation where the student's achievement is measured by the indicators. Second, students' need was analyzed by identifying the students' need, interest, and performance of the students.

Target need

All the 25 students hoped to have the English materials (E-module) of paragraph writing as their learning material to help them to read and write well in English from the results of the questionnaire above, it can be seen that all the students chose or wanted "an E-module of Paragraph Writing to enhance their writing skill", which means that they are eager to learn how to write in English with the help of E-module of Paragraph Writing based on.

Design

After the researcher got the need's analysis from students. The researcher designed the objective of the course and selected the delivery material. After that, research sequences the materials from easiest to most difficult. From the results of the questionnaires, students realized the desire of students in developing the E-module. The material was developed according to students' needs and students desires so that it can help facilitate the learning process. The first development of the module before being revised by the researcher according to experts' judgment and students' comments and critics.

Development

After designing the module, the researcher asked experts to validate the module. There were three experts; they are Instructional design, Language/content expert, and media expert.

Content Validity

The validation of content validity was based on several aspects, such as the appropriateness of content with indicators of assessment, the appropriateness of contents with students' characteristics, the accuracy of the language, the presentations of contents, linguistics aspects of the contents, and exercises evaluation aspects. The result of the validation analysis of content is presented in the following table:

Table 1. Validation of Content

No	Aspects	Numbers of statement	Score
1	The appropriateness of content with students' characteristics	1 and 2	7
2	The accuracy of the language	3 and 4	6
3	The presentations of contents	5 and 6	7
4	Linguistic aspects of the contents	7	6
5	Exercises and evaluation aspects	8,9 and 10	18
Total		10	44
Average		**4,4**	
Remarks		**Very High**	

Based on the table above it can be concluded that the English module developed meets valid remarks and worth testing with the revisions based on the suggestions and recommendations.

Media Validity

The validation of media validity was checked based on the appropriateness of content with indicators of assessment, the appropriateness of module with students' characteristics, the appropriateness of module with contents, and media qualify. The result of the validation of media is presented in the following table.

Table 2. **Validation of Media**

No	Aspects	Numbers of statement	Score
1	The appropriateness of the module with students' characteristic	1	4
2	The appropriateness of the module with contents,	2	4
3	Media qualify	3, 4,5, 6, 7, 8, 9 and 10	32
Total		10	4
Average		**4,**	
Remarks		**High**	

Based on the table above can be concluded that the English module developed meets valid remarks and worth testing with revision based on the suggestions and recommendations.

Instructional Design Validity

The validation of instructional design was checked based on the appropriateness of contents with indicators of assessment, the appropriateness between materials and syllabus, presentations of materials, the effectiveness and efficiency of achievement of learning objectives, the appropriateness of the product with users' characteristics, implementability of instructional media, evaluation. The result of the validation instructional design is presented in the following table.

Table 3. **Instructional Design Validity**

No	Aspects	Numbers of statement	Score
1	The appropriateness between materials and syllabus,	1	4
2	Presentations of materials	2 and 3	8
3	The effectiveness and efficiency of achievement of learning objectives	4 and 5	8
4	The appropriateness of the product with users' characteristics	6	4
5	Implementability of instructional media,	7	4
6	Evaluation	8, 9, and 10	11
Total		10	39
Average		**3,9**	
Remarks		**High**	

Implementation

In these stages, the researcher provided an exercise to students in one-to-one, small group, and field trials, in which exercises were made based on the needs and desires of students. By providing this exercise researcher knows the results of the module.

One-to-one

The implementation of one-to-one trials conducted on October 18[th,] 2023. Before giving a questionnaire, the researcher allowed the three students to read the module within 30 minutes. Then, the researcher allowed them to evaluate and give their comments on the questionnaires by giving a checklist in the column. This step also determines the validity of the product by students' responses.

Besides determining the validity of the product, the one-to-one test was also conducted to gather students' comments and responses towards the product to know its strengths and weakness, which were taken into the questionnaires are describing in the table below:

Table 4. Students' Comments in one-to-one

Students name	Students comments	The writer's response
Students 1	Strengths: The E-module is easy to learn and helpful Weakness: the cover should be colorful	Fixing the colorful cover.
Students 2	Strengths: The material is insighful and the cover is good Weakness: The picture should be more interesting	Revising the used pictures in the E-module to attract the student's motivation. learning
Students 3	Strengths: the module is attractive and can be followed easily Weakness: Replace the pictures on the E-module with a better one	Replacing the picture with a more interesting picture.

The total score of aspects of the quisionaire can be seen below:

Table 5. Specification of Students' Respond

Aspects	Number statement	Total Score
The appropriateness of content with student's characteristic	1,2,3,4, 5	70
Material presentation	6, 9	25
Effectiveness and efficiency of the product	10,11,12	33
Attractiveness of product	13, 14,15	40
Media qalify	7,8	25
Total	15	193
Average	4.22	
Remarks	Very High	

Based on the result of one-the-one the module that was validated by the student got a score with an average between with 4,22 and remarked of the E-module was very high. The questionnaires and the full calculation of students' responses questionnaires can be seen in the appendix. Thus, the module was ready to be trialed in a small group.

Small Group

The implementation of small group trials was conducted on November 2nd, 2023. Then each student had given a questionnaire with 15 statements. Students put a checklist in the column. After that, the choice of the answer with 5 criteria, criteria were 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly

agree, this is for determining the practicality of the product.

Besides determining the practicality of the product, in small group test was also conducted to gather students' comments and responses towards the product to know the strength and weaknesses of the English module designed by the researcher. The result of the comments is described in the table below.

Table 6. Students' comments in Small Group

No.	Students' Comments
1	Strength: The module is already good because it motivates me to learn Weakness: The color must be more attractive
2	Strength: The material of the module is well done Weakness: The blank spot be better to put more good picture
3	Strength: The module is great Weakness: The cover has to be more realistic and also match one picture to another
4	Strength: The module is good Weakness: Put more pictures on the blank spot
5	Strength: The module is wonderful Weakness:
6	Strength: The module is interesting because there are a lot of good stories that make the reader not bored Weakness: Make the cover more colorful

As the category of the practicality of the product can be seen in the table below:

Table 7. Specification of Students' Respond

Aspects	Number statement	Total Score
The appropriateness of content with student's characteristic	1,2,3,4, 5	60
Material presentation	6, 9	30
Effectiveness and efficiency of the product	10,11,12	40
Attractiveness of product	13, 14,15	27
Media qualify	7, 8	30
Total	15	569
Average	4,29	
Remarks	Very Practical	

After given time for students for reviewing the module, the researcher gave them a questionnaire via a google form link that consists of several questions related to the practicality of the module, and it got an average score of 4,29

which is categorized as very practical. The questionnaires and calculation of students' response questionnaires are in the appendix.

From the summary of students' comments and the practicality score above, it can be concluded that students liked the E-module. Some students suggested that the contrast of pictures should be clear. At this stage no need to revise the developed module. Thus, the module was readily trialed in the field test.

Field test

The implementation of field test trials conducted on November 9th – December 6th, 2023. In these stages, the research had used the E-module to use in the classroom of the first semester students. This step also determines the effectiveness of the product in supporting the students learning to write English narrative paragraphs. Before giving the material, the researcher gave a test (pre-test) to students to know their early scores before implementing the E-module in the classroom, after being given the pre-test. the researcher explained the materials to the students three times. The materials were Narrative Paragraphs. This part involved the narrative paragraph samples, practicing sections in rewriting the texts, guidances for writing the texts. After the researcher explained the materials to the students. After explaining the units, the researcher gave them the final test which is a post-test to determine whether there was an improvement or not after the treatment.

After analyzing the result by using SPSS 24 application, the researcher found the result as below:

Table 8. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	25	40	75	51.68	11.97
Post test	25	56	90	75.18	5.50
Valid N	25				

Based on the table, there are significant improvement made by students from pre-test to post-test such as minimum, maximum, and mean score. Especially the mean score that shows students have improve their reading comperhansion after the researcher teach them by using the module

Table 9. Test of Normality

Test of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test	.155	25	.185	.963	25	.557
post test	.201	25	.021	.881	25	.013
a. Lilliefors Significance Correction						

Based on the table, the pretest got the sig. 0.557 while post test got .013 as the basis for decision making in the normality test are: a. If sg. (significance) < 0.05, then the data is not normally distributed. b. If sg. (significance) > 0.05, then the data is normally distributed. Since the post test does not meet the requirement of sig > 0.05, the data is not normally distributed. Therefore, in order to show if there was a significant change of students reading comperhansion, the appropriate test to determined it by using the non parametric statistical tests, Wilcoxon.

Table 10. Test of Wilcoxon

Ranks

		N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	1[a]	4.00	4.00
	Positive Ranks	20[b]	11.35	227.00
	Ties	1[c]		
	Total	22		

a. post test < pre test

b. post test > pre test

c. post test = pre test

Test Statistics[a]

	post test - pre test
Z	-3.890[b]
Asymp. Sig. (2- tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

After determining the normality test, the researcher analyze the data by using Wilcoxon test. As when the probability value of Asym.sig 2 tailed <0.05, there is a significant improvement. In addition, when the probability value of Asym.sig 2 tailed > 0.05, there is no significant improvement. Since the asymp. Sig.2 tailed on the table above is <.001, therefore there is a significant improvement of students' writing abilities after the researcher apply the E - module in teaching and learning process, and it can be concluded that the E-module based on local content is effective for the students of English Education study program at PGRI Silampari Univerisity.

Table 11. Criteria of Effectiveness

Average score	Classification
80-100	Very high
66-79	High
56-65	Moderate
46-55	Low
<45	Very low

Sources: Pitaloka (2015:4)

The mean score of the post test was showing with mean score 75.18, which means the effectiveness is high. The results of the student's scores on the pre-test and post-test can be seen in the appendix, there was calculated to find the effectiveness of the E-module. From the explanation above, therefore it can concluded that the module is effective in courage students to improved students' writing skills.

5. Evaluation

The last stages in developing some products were evaluation. Evaluation is an important process in this research. These stages would be taken to improve the development of products and studies. The evaluation results were used to provide feedback on the user product. Revisions are carried out according to the new product.

DISCUSSION

In conducting the research and developing the E-module, the researcher found similar research made by Monica and Vianty (2019), while this used the ADDIE model by Branch, R, M, it different with previous study that related to this research which using Akker method. In developing an appropriate module for students, the researcher designed the material based on the objective of the course in the syllabus.

In developing this module, the researcher used the expert judgement which is consist of three categories such as intructional design, media, and content. In the related previous studies, it used expert judgement to determine the validity of the module, although it only use media and content design only which is differ from this research that use three experts' judgement. Both the research got a valid score from the experts; therefore, the writing materials were validated by the experts.

In conducting the research, the researcher used the ADDIE model in developing a product of the research. in ADDIE Model, there had five steps: 1) *Analysis* the research analyzed the syllabus used to gain information about the objective of the course and the materials needed by students. then researcher gave a questionnaire to the students to get some information about their needs in learning English. 2) *Design* the research designed the objective of the course and selected the delivery materials. After that, research sequences the materials from the easiest to

the most difficult. Also, the researcher designed the selected materials in the form of a supplementary reading module that is appropriate and qualified as learning materials.

After designing the module, the next steps were 3) *Development* in this step the researcher would be validated by some of the experts in each majority like language, media, and instructional design experts. The expert gave some suggestions, criticisms, and comments about the module. Then 4) *Implementation,* in this step the researcher used the product to the user of the product. In the implementation step, there were three steps in implementing the product to the user the first was one-to-one evaluation, small group, and field test. In one-to-one evaluation, the researcher evaluated the module for three students of English Education Study Program at PGRI Silampari Univerisity via google meeting and the researcher got the result of the questionnaire with an average score of 4,22 with remarks very high. Moreover, in a small group evaluation, the researcher evaluated the students by using a google meeting which was 9 students that as became objects. in small group evaluation, the researcher got an average score of 4,29 with remarks as very practical. Thus, it is categorized as very practical and the last evaluation to evaluate the effectiveness of the module, the researcher evaluated in the field test which was 25 students became respondents in this step the researcher gave them a pre-test before giving them some materials those were narrative paragraphs. After giving the materials, the researcher gave them a post-test to determine if the E-module is effective enough to motivate students to learn English and especially in improving their writing skills. The result of field test evaluation showed that the developed reading comprehension test was effective to be used as writing assessment. Meanwhile, the result of field test was showing an improvement in students reading comperhansion with mean score 75.18 as the final result (post test). Therefore, there was an improvement made by students after the researcher given them a treatment by using the module. Therefore, it can be concluded that the E-module gets positive responses for the students of English Education study program because it can help them to improve their writing skill in English.

The last step is *5) Evaluation*. The researcher evaluated the module that has been developed, and the evaluation was done on the students of English Education study program to find out how the students respond to the E-module presented by the researcher. The E-module covered all material and the indicator of material. This research could develop an E-module in learning English especially in improving students' writing skills. The researcher needed to focus on each material. Arrange of the material needed some revision to make students easier to understand the reading comprehension. The researcher used a long exercise that would be difficult for students to understand. The researcher needed to give the vocabulary

list in the read of writing text. It would be made students easy to understand the material. Adding the vocabulary list also would increase the students' knowledge about the new vocabulary that they never read before. The E-module consisted of 4 units and practice parts.

Therefore, the results of this research, the researcher concluded that the development of the E-module for the students of English Education Study Program at PGRI Silampari University was good and get positive responses from the students

CONCLUSION

E-module based on genre approach that is suitable for the first-semester students of English education study program. The e-module that matches the students' needs, advantages of the student, and follows the syllabus and that applies and is used in the university. The primary purpose of the research is to develop an E-module based on genre approach for the first-semester students of English education study program. This module is developed to help students and lecturers in the teaching and learning process, particularly in writing. This module helped students to understand and improve their ability in English especially in writing skills. On the other side, the researcher also concluded that the module that the researcher developed already qualified to apply in the class. It is proven by the three experts' judgment that validate the module which shows the interval of the score was "validated". Therefore, the results of this research the researcher concluded that the development of the E- module based on genre approach at PGRI Silampari University was good and get positive responses from the students.

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