# The Essential Needs in Developing Genre-Based Pedagogy Teaching Materials for Essay Writing

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| Abstract | Essay writing is an important academic skill in higher education because it requires not only language proficiency but also critical and analytical thinking. However, existing teaching materials often do not fully support students in developing these skills. This study aims to analyze students' needs for genre-based essay writing teaching materials in the Indonesian Language Education program. The research used a descriptive quantitative approach involving 150 undergraduate students from UIN Fatmawati Sukarno Bengkulu and IAIN Curup. Data were collected using a 15-item questionnaire on a five-point Likert scale, covering content, language, structure, and media aspects. The results showed a needs score of 60.16%, categorized as "needed," indicating that current materials are still insufficient. Students need clearer explanations, structured writing steps, genre examples, simple academic language, and supportive visual media. All questionnaire items were valid and reliable (Cronbach's Alpha = 0.971). Therefore, systematic, student-centered teaching materials need to be developed to support essay writing instruction better. |
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| Keywords | Essay Writing; Essential Needs; Genre-Based Pedagogy Teaching Materials |

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## 1. INTRODUCTION

Essay writing is an essential academic competency that university students must master, as it requires not only linguistic proficiency but also critical, analytical, and argumentative thinking skills (Rosdiana & Mahajani, 2024). In higher education, essays serve as a primary medium through which students construct ideas, articulate scholarly arguments, and demonstrate conceptual understanding within their disciplinary fields. Therefore, the teaching of essay writing requires instructional materials that are systematically designed, contextually grounded, and aligned with learners' needs (Schall-Leckrone, 2017). However, recent studies indicate that one of the major challenges in teaching writing at the tertiary level lies in the misalignment between existing instructional materials and students' actual learning needs (Kurnia & Pristiwati, 2022). Effective instructional materials should be grounded in learners' needs analysis and encompass linguistic, cognitive, and academic contextual aspects (Aljafen, 2025). Without a well-conducted needs analysis, instructional materials tend to be generic, overly theoretical, and insufficient in facilitating the optimal development of writing skills (Malahayati & Zunaidah, 2021).

Needs analysis is regarded as a fundamental stage in instructional material development, as it functions to identify gaps between the current learning conditions and the expected competencies (Kurniasih et al., 2024). Needs analysis involves examining both target needs and learning needs, including what learners are required to master, learners' characteristics, and the learning context in which instruction takes place (Susanti et al., 2025). In the context of essay writing instruction, needs analysis is crucial for identifying students' difficulties in generating ideas, organizing essay structures, developing arguments, and employing appropriate academic language (Desi Rizma Yanti, 2019). Within the framework of genre-based pedagogy, needs analysis plays an even more significant role. Genre-based pedagogy positions texts as the central focus of learning and emphasizes understanding social purposes, rhetorical structures, and linguistic features of specific genres (Schall-Leckrone, 2017). Genre-based pedagogy is particularly effective for teaching academic writing because it provides students with explicit guidance on how texts are constructed and used within specific academic contexts. Nevertheless, the effectiveness of this approach largely depends on the extent to which instructional materials correspond to students' needs and proficiency levels (Nurlaelawati & Novianti, 2017).

Furthermore, the implementation of genre-based pedagogy in writing instruction should be grounded in a thorough mapping of students' initial needs, ensuring that instructional stages from building contextual knowledge to independent text construction progress systematically and purposefully (Siman, 2023). Without a comprehensive needs analysis, genre-based instructional materials may fail to achieve instructional objectives, as they may not align with students' learning experiences, background knowledge, and actual writing challenges (Wang & Lu, 2023). Based on these considerations, conducting a needs analysis of genre-based essay writing instructional materials constitutes a critical initial step in this developmental research. The needs analysis not only aims to identify deficiencies in previously used instructional materials but also seeks to explore students' and lecturers' expectations, preferences, and requirements for ideal essay writing materials (Ayu et al., 2024). Consequently, the findings of the needs analysis are expected to provide a strong empirical foundation for designing genre-based essay writing instructional materials that are relevant, contextualized, and effective in enhancing students' essay writing competence (Zohbie, 2024).

## 2. METHODS

This study employed a descriptive, quantitative approach to analyze students' needs for the development of genre-based pedagogical instructional materials for essay writing. A quantitative approach was selected because the study focuses on measuring students' needs through numerical data, which are subsequently interpreted qualitatively to obtain a deeper understanding of the respondents' actual needs (Ika et al., 2020). The needs analysis in this study was conducted using a questionnaire as the primary research instrument. The questionnaire was designed to explore students' perceptions, experiences, and needs regarding the essay-writing instructional materials currently in use, as well as their expectations for the development of genre-based pedagogy instructional materials for essay writing. The questionnaire employed a five-point Likert scale, ranging from *strongly not needed* to *strongly needed* (Sakkir & Ahmad, 2021).

The research instrument consisted of a needs analysis questionnaire comprising 15 statement items related to genre-based essay writing instructional materials. These items were developed based on instructional material needs indicators, including content relevance, systematic organization, instructional approach, integration of theory and practice, and the extent to which the materials support a staged, guided essay-writing process. The participants of this study were 150 undergraduate students enrolled in the Indonesian Language Education (*Tadris Bahasa Indonesia*) program at the Faculty of Tarbiyah and Teacher Training from UIN Fatmawati Sukarno Bengkulu and IAIN Curup. The selection of participants was based on the consideration that students in this program directly engage in courses

focused on academic writing, particularly essay writing. The data analysis techniques in this study included both quantitative and qualitative analyses. Quantitative analysis was conducted by statistically calculating questionnaire response scores to determine students' level of need for genre-based essay writing instructional materials (Sipin et al., 2022). The obtained scores were then converted into percentages to classify the level of need.

Subsequently, the quantitative findings were interpreted qualitatively to provide meaningful explanations of the numerical data. This qualitative interpretation involved describing response patterns and relating them to the actual conditions of essay writing instruction in the classroom context (Review, 2022). Through this process, the needs analysis results not only indicate the statistical level of need but also provide a contextual understanding of the urgency for developing genre-based pedagogy instructional materials for essay writing. The final outcomes of this needs analysis serve as the conceptual foundation for designing genre-based pedagogy instructional materials for essay writing that align with students' characteristics, learning needs, and instructional contexts (Yasmar et al., 2025).

## 3. FINDINGS AND DISCUSSIONS

### Findings

The needs analysis in this study was conducted using a questionnaire to identify students' needs for genre-based pedagogy teaching materials in essay writing. The research instrument employed was a needs analysis questionnaire specifically designed to capture students' perceptions of existing essay writing instructional materials and their expectations for genre-based materials (Desi Rizma Yanti, 2019). Data analysis in this study involved both quantitative and qualitative techniques. The quantitative analysis focused on statistically measuring students' needs based on their responses to the questionnaire, which consisted of 15 Likert-scale items designed to operationalize key indicators of instructional needs, a method widely used in educational research to convert ordinal responses into quantifiable data for statistical analysis (Roselidyawaty & Rokeman, 2024) The questionnaire was administered to 150 students from the Indonesian Language Education Study Program at the Faculty of Tarbiyah and Teacher Training, UIN Fatmawati Sukarno Bengkulu, and IAIN Curup. After the statistical calculations were completed, the analysis proceeded to qualitative interpretation, in which the numerical results from the quantitative analysis were descriptively interpreted to provide contextual meaning to the findings, following established practice in mixed-methods research that uses both numerical and narrative interpretation to strengthen research conclusions (Sakkir & Ahmad, 2021).

The needs analysis was conducted using percentage-based data from Likert-scale calculations to classify the level of need, with variables first operationalized into specific indicators that served as the basis for constructing the questionnaire items, similar to how frequency distributions and percentages are used in needs analysis studies to represent respondent preferences (Prasetyo et al., 2021).

**Table 1.** Results of Needs Analysis for Each Item

| No | Item | Interval of Score Answer | | | | | Score | Percentage | Analysis |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | | | |
| 1. | I know the essay writing material well | 19 | 37 | 49 | 21 | 24 | 456 | 60,80% | Based on the analysis results, students demonstrate understanding of the essay writing material, indicating their cognitive level is still low, as they are still in the comprehension stage. |
| 2. | In my opinion, essay writing is very | 25 | 68 | 35 | 15 | 7 | 539 | 71,86% | According to the analysis results, students state that essay writing is |

| No | Item | Interval of Score Answer | | | | | Score | Percentage | Analysis |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | | | |
| | important for students. | | | | | | | | important to them. They mention that professors frequently assign them essay writing tasks not only in Academic and Creative Writing courses but also in other courses. Therefore, mastering essay writing is important to them. |
| 3. | In my opinion, the essay writing teaching materials used so far are very easy to learn. | 23 | 29 | 53 | 37 | 8 | 472 | 62,93% | The current essay-writing teaching materials have not helped students improve their comprehension. |
| 4. | The language in the essay-writing teaching materials is simple and easy to understand. | 17 | 25 | 57 | 38 | 13 | 437 | 58,26% | Based on the analysis results, the language used in the teaching materials does not aid students in understanding the writing material. |
| 5. | The definition of an essay outlined in the old teaching materials is very easy to understand. | 22 | 27 | 48 | 35 | 18 | 450 | 60% | Students admit that the definition of an essay in the teaching materials used is not easy to understand. |
| 6. | The explanation of the essay writing goals in the teaching materials used so far is very easy to understand. | 18 | 30 | 51 | 39 | 12 | 453 | 60,40% | Students admit it is not easy to understand the purpose of writing essays through the existing teaching materials. |
| 7. | The categorization of essay types in the teaching materials used so far is comprehensive. | 23 | 31 | 49 | 33 | 14 | 466 | 62,13% | Students admit it is not easy to understand the purpose of writing essays through the existing teaching materials. |
| 8. | The explanation of the essay writing structure in the old materials is sequential and easy to understand. | 15 | 38 | 46 | 33 | 18 | 449 | 59,86% | Students admit they did not find any sequential writing structures in the existing teaching materials that were easy to understand. |
| 9. | The steps in writing an essay in those teaching materials are clear and easy to follow. | 20 | 39 | 40 | 36 | 15 | 463 | 61,73% | Students admit they did not receive clear, step-by-step instructions for essay writing in the existing teaching materials. |
| 10. | The steps in writing an essay in those teaching materials are clear and easy to | 9 | 27 | 45 | 43 | 26 | 400 | 53,33% | Students admit it is not easy to follow explanations on selecting good essay topics in the existing |

| No | Item | Interval of Score Answer | | | | | Score | Percentage | Analysis |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | | | |
| | follow. | | | | | | | | teaching materials. |
| 11. | In the old teaching materials, there are interesting examples of essays to read. | 23 | 26 | 49 | 38 | 14 | 456 | 60,80% | Students admit it is not easy to follow explanations on selecting good essay topics in the existing teaching materials. |
| 12. | The front cover design of the teaching materials used so far is very attractive. | 14 | 21 | 34 | 57 | 24 | 394 | 52,53% | Students admit that the front cover design of the existing teaching materials is not attractive. |
| 13. | The content presentation in the teaching materials used so far greatly catches my interest in learning. | 17 | 24 | 46 | 51 | 12 | 433 | 57,73% | Students admit that the presentation of content in the old teaching materials does not capture their interest in learning. |
| 14. | The illustrations used in the old teaching materials effectively complement the content. | 23 | 29 | 43 | 39 | 16 | 454 | 60,53% | Students admit that the illustrations in the old teaching materials do not accurately represent the material described. |
| 15. | Overall, the teaching materials used so far can motivate me to write essays. | 12 | 38 | 47 | 40 | 13 | 446 | 59,46% | Students admit they are not motivated to write essays after studying the material covered so far. |
| | **Final Score** | | | | | | **6.768** | **60,16%** | |

The fact that all questionnaire items yielded percentages exceeding 50% suggests that most students perceive the existing teaching materials as inadequate for supporting their essay-writing learning process. An overall mean score of 60.16% further confirms that the development of teaching materials responsive to students' needs is considered necessary.

**Table 2.** Average Results of the Needs Analysis for Genre-Based Pedagogy Teaching Materials for Essay Writing

| Number of Question Items | Total Score | Percentage |
|---|---|---|
| 15 | 6.768 | 60,16% |

Table 2 presents a summary of the results from the needs analysis questionnaire for genre-based essay-writing teaching materials. The purpose of this needs analysis questionnaire was to identify students' needs regarding the development of genre-based pedagogy teaching materials for essay writing. This instrument was completed by 150 respondents from the Indonesian Language Education Study Program at the Faculty of Tarbiyah and Teacher Training, UIN Fatmawati Sukarno Bengkulu, and IAIN Curup. It consisted of 15 statement items measured using a five-point Likert scale. The Likert scale is a widely used psychometric tool in social science and educational research, allowing researchers to quantify respondents' perceptions on a continuum from low to high agreement, thereby facilitating detailed statistical analysis of subjective constructs such as attitudes and needs (Roselidyawaty &

Rokeman, 2024).

The total score presented in the table represents the cumulative responses across the five Likert categories. To transform these ordinal responses into a quantitative index, the total score for each item was converted into a percentage using the formula: Index = Total Score / Highest Possible Score × 100, where Total Score refers to the aggregated scores obtained from respondents and Highest Possible Score denotes the maximum value achievable based on the Likert scale (Nduwimana, 2023). This transformation facilitates comparisons across items and enables more intuitive interpretation of the degree of need as a percentage. Similar percentage conversion techniques have been employed in previous educational studies to interpret Likert-scale data within defined categorical ranges (Putri et al., 2025). For example, the calculation for the first item was 456/750 × 100 = 60.80%, and this procedure was consistently applied across all 15 items. Based on these computations, the overall average score obtained from the questionnaire was 60.16%. Such use of percentage-based scores provides a clear depiction of respondents' overall needs and enables classification of results into interpreted categories.

To interpret these percentage scores meaningfully, the data were categorized using a Percentage Interval Score method (Gitnita et al., 2018). The interval (I) was calculated by dividing the total percentage range (0%–100%) by the total number of Likert scale categories (5), yielding an interval width of 20 percentage points. Based on these intervals, criteria for score interpretation were established to differentiate levels of need (e.g., low, moderate, high), following common practices in educational survey research where interval classification aids in interpreting Likert-derived percentage scores (Putri et al., 2025).

**Table 3.** Percentage and Criteria Categories for Teaching Material Needs

| Percentage | Criteria |
| --- | --- |
| 0% - 19,99% | Not Needed at All |
| 20% - 39,99% | Not Needed |
| 40% - 59,99% | Moderately Needed |
| 60% - 79,99% | Needed |
| 80% - 100% | Very Needed |

The percentage of students' responses regarding the need for genre-based pedagogy in essay-writing instructional materials was analyzed and is presented in the following table.

**Table 4.** Categories of instructional material needed

| Respondents | Total Score (n) | Maximal Score (N) | Percentage $P= n/N \ x100\%$ | Category |
| --- | --- | --- | --- | --- |
| 150 Students | 6.768 | 11.250 | 60,16% | Needed |

Based on a Likert-scale analysis of the need to develop teaching materials on Essay Writing based on Genre Pedagogy, completed by 150 respondents, the result was 60.16%, placing it in the "needed" category. In other words, the development of teaching materials on Essay Writing based on Genre Pedagogy in the Indonesian Language Education program at the Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu, is required. Here are the detailed item analysis results:

**Table 5.** Results of Item-Wise Needs Analysis

| No | Statement Items | Percentage | Analysis |
|---|---|---|---|
| 1. | I know the essay writing material well | 60,80% | Based on the analysis results, students demonstrate understanding of the essay writing material, indicating their cognitive level is still low, as they are still in the comprehension stage. |
| 2 | In my opinion, essay writing is very important for students. | 71,86% | According to the analysis results, students state that essay writing is important to them. They mention that professors frequently assign them essay writing tasks not only in Academic and Creative Writing courses but also in other courses. Therefore, mastering essay writing is important to them. |
| 3 | In my opinion, the essay writing teaching materials used so far are very easy to learn. | 62,93% | The current essay-writing teaching materials have not helped students improve their comprehension. |
| 4 | The language in the essay-writing teaching materials is simple and easy to understand. | 58,26% | Based on the analysis results, the language used in the teaching materials does not aid students in understanding the writing material. |
| 5. | The definition of an essay outlined in the old teaching materials is very easy to understand. | 60% | Students admit that the definition of an essay in the teaching materials used is not easy to understand. |
| 6. | The explanation of the essay writing goals in the teaching materials used so far is very easy to understand. | 60,40% | Students admit it is not easy to understand the purpose of writing essays through the existing teaching materials. |
| 7. | The categorization of essay types in the teaching materials used so far is comprehensive. | 62,13% | Students admit it is not easy to understand the purpose of writing essays through the existing teaching materials. |
| 8. | The explanation of the essay writing structure in the old materials is sequential and easy to understand. | 59,86% | Students admit they did not find any sequential writing structures in the existing teaching materials that were easy to understand. |
| 9. | The steps in writing an essay in those teaching materials are clear and easy to follow. | 61,73% | Students admit they did not receive straightforward steps for essay writing in the existing teaching materials. |
| 10. | The steps in writing an essay in those teaching materials are clear and easy to follow. | 53,33% | Students admit it is not easy to follow explanations on selecting good essay topics in the existing teaching materials. |
| 11. | In the old teaching materials, there are interesting examples of essays to read. | 60,80% | Students admit it is not easy to follow explanations on selecting good essay topics in the existing teaching materials. |
| 12. | The front cover design of the teaching materials used so far is very attractive. | 52,53% | Students admit that the front cover design of the existing teaching materials is not attractive. |
| 13. | The content presentation in the teaching materials used so far greatly catches my interest in learning. | 57,53% | Students admit that the presentation of content in the old teaching materials does not capture their interest in learning. |
| 14. | The illustrations used in the old teaching materials effectively complement the content. | 60,53% | Students admit that the illustrations in the old teaching materials do not accurately represent the material described. |

| No | Statement Items | Percentage | Analysis |
|---|---|---|---|
| 15. | Overall, the teaching materials used so far can motivate me to write essays. | 59,46% | Students admit they are not motivated to write essays after studying the material covered so far. |

Based on the Likert-scale results from the needs analysis of developing genre-based essay-writing teaching materials completed by 150 respondents, an overall score of 60.16% was obtained, which falls within the "*needed*" category, indicating a clear demand for such instructional materials in the Indonesian Language Education Study Program. The use of a five-point Likert scale and subsequent conversion into percentage measures is a common approach in educational survey research for quantifying respondents' perceptions and needs (Review, 2022).

After calculating Likert-scale scores, the next step was to test the questionnaire's validity and reliability. Validity testing ensures that the questionnaire accurately measures the construct it intends to assess, while reliability testing evaluates the consistency of the instrument in producing stable results when administered under similar conditions (Yunus, 2025). The instrument's structure and scoring were examined through established procedures, including correlation analyses and internal consistency measures such as Cronbach's alpha, to confirm both validity and reliability before further data interpretation and analysis (Cahyani & Subiantoro, 2021). The results of the validity and reliability testing are presented in Table 6.

**Table 6.** Validity Testing of the Needs Analysis Questionnaire for Teaching Materials

| No. Item | Pearson Correlation R Count | Description |
|---|---|---|
| 1 | 0,715 | Valid |
| 2 | 0,597 | Valid |
| 3 | 0,787 | Valid |
| 4 | 0,871 | Valid |
| 5 | 0,912 | Valid |
| 6. | 0,868 | Valid |
| 7. | 0,885 | Valid |
| 8. | 0,890 | Valid |
| 9. | 0,903 | Valid |
| 10. | 0,881 | Valid |
| 11. | 0,882 | Valid |
| 12. | 0,877 | Valid |
| 13. | 0,854 | Valid |
| 14. | 0,877 | Valid |
| 15. | 0,864 | Valid |

The validity of the questionnaire items was assessed using the Pearson Product-Moment correlation; each item was considered valid if the calculated r exceeded the r-table value at the specified significance level (i.e., r > r table). This approach is widely used in educational research to validate Likert-scale questionnaires. Subsequently, reliability testing was performed using Cronbach's Alpha; instruments were considered reliable if the coefficient exceeded the acceptable threshold (e.g., 0.60), indicating internal consistency among items (Ardini, 2021).

**Table 7.** Reliability Statistics for the Analysis of Teaching Material Needs

| Cronbach's Alpha | N of Items |
|:---:|:---:|
| .971 | 15 |

After obtaining the Cronbach's Alpha value from the table above, the reliability value is then calculated (Zakariya, 2022). The reliability table is shown in Table 8.

**Table 8.** Results of the Reliability Test for the Questionnaire on Teaching Material Needs Analysis

| Basis for Decision | Rxy | R Table | Description |
|:---:|:---:|:---:|:---:|
| Alpha > r table | 0.971 | 0.209 | Reliabel |

Calculations using Cronbach's Alpha are considered acceptable when the calculated *r* value exceeds the *r* table value at the 5% significance level (Yusup et al., 2018). The results of the reliability testing using Cronbach's Alpha indicate a coefficient of 0.971 (see the Cronbach's Alpha column), with 15 items, indicating that the questionnaire consisted of 15 statements. Thus, the Cronbach's Alpha for the 15 items is 0.971, indicating high internal consistency. To determine whether the data are reliable, the criterion applied is that the calculated *r* value must be greater than the *r* table value at the 5% level (Silvia, 2023). Based on the results obtained, all questionnaire items meet this criterion and are therefore declared valid and reliable.

Overall, the findings of the needs analysis indicate that the development of genre-based pedagogy teaching materials for essay writing achieved a percentage score of 60.16%, which falls within the "needed" category. All 15 questionnaire items demonstrated validity, with correlation values exceeding the *r* table value of 0.209, and the reliability analysis confirmed a Cronbach's Alpha coefficient of 0.971. Based on these results, the study proceeds to the next stage: the design and development of teaching materials aligned with the needs of both students and lecturers.

**Discussion**

The needs analysis questionnaire developed in this study was structured to capture multidimensional aspects of students' needs regarding genre-based essay-writing instructional materials. Specifically, the instrument was divided into three main constructs. The first construct addressed students' perceptions of essay writing in general and was operationalized through Items 1 and 2, which reflected foundational attitudes and beliefs about the writing process. The second construct focused on students' perceptions of the existing teaching materials, particularly regarding content relevance, comprehensiveness, and pedagogical usefulness, as reflected in Items 3–11 and 15. These content aspects align with recognized dimensions of instructional material evaluation, such as clarity of definition, stated objectives, types of essays, structural elements, sequencing of writing steps, topic selection, relevant examples, and language appropriateness for learners. This approach is consistent with previous needs analysis research that segments questionnaire items into conceptually distinct domains to ensure comprehensive coverage of learner needs. The third construct examined media-related elements of the instructional materials, reflected in Items 12–14, which were designed to assess students' perceptions of the accessibility, format, and media integration of the materials. Integrating media considerations within instructional needs analysis acknowledges that the format and delivery mechanisms of learning resources can significantly influence students' engagement and comprehension, particularly in studies of material development that employ surveys to identify user preferences across multiple aspects (Sakkir & Ahmad, 2021).

The questionnaire's content was guided by indicators derived from the literature on instructional material design and writing pedagogy. These indicators included: (1) students' conceptual understanding of essays, (2) awareness of the purpose and structure of essay writing, (3) knowledge of essay genre types, (4) procedural steps in composition, (5) selection of appropriate essay topics, (6)

exposure to example texts, and (7) perception of language simplicity within existing materials. Collectively, these indicators provided a theoretical basis for organizing the questionnaire items and ensured that the instrument captured the essential content components learners demand in the context of genre-based pedagogy (Ariesta, 2025). Prior research on needs analysis instruments similarly emphasizes the importance of aligning item indicators with domain-specific instructional requirements to produce valid and actionable data for material development (Yulia et al., 2024).

The analysis of individual indicators from the needs analysis questionnaire provides nuanced insights into specific aspects of genre-based essay writing instruction that require improvement. For the indicator concerning the definition of an essay, the obtained score was 60%, suggesting that the current definition provided in existing teaching materials is not sufficiently clear or accessible to students. This aligns with prior research emphasizing that explicit and comprehensible conceptual definitions are essential for learners to build accurate mental models of target writing genres and to reduce cognitive load during the initial stages of writing instruction (Bulqiyah et al., 2021). For the indicator related to essay writing objectives, a score of 60.40% was obtained, indicating that students require clearer and more direct explanations of the purposes of essay writing. Clear articulation of learning objectives supports students' understanding of rhetorical expectations and improves instructional alignment between outcomes and tasks (Rahmadhani et al., 2022). The indicator for essay types yielded a score of 62.13%, indicating that students need comprehensive explanations of various essay types, along with relevant examples. This finding aligns with research showing that exposure to well-annotated genre exemplars enhances learners' recognition of genre-specific conventions and improves writing performance (Wen et al., 2022).

For the essay structure indicator, the score was 59.86%, indicating that students require a clearer, more sequential explanation of how an essay is organized. A systematic presentation of structural elements, such as introduction, body paragraphs, and conclusion, is critical for scaffolding novice writers' understanding of discourse organization (Rohmah et al., n.d.). The indicator concerning essay writing steps received a score of 61.73%, suggesting that students need step-by-step procedural guidance that is easy to follow throughout the writing process, from planning to drafting and revising. Such procedural scaffolding has been identified as an effective strategy in genre-based pedagogy to support students' writing development, particularly for academic genres that involve multiple cognitive processes (Nasution et al., 2022).

The indicator for essay topic selection received a lower score of 53.33%, indicating that students need more practical guidance and simple strategies to select relevant topics that align with their interests and field of study. This aligns with findings in needs analysis research, where students express clear needs for content that directly relates to their learning objectives and contextual understanding (Wanci & Abdullah, 2024). The indicator related to essay examples obtained a score of 60.80%, implying that students require multiple examples of essays for each genre to strengthen genre recognition and support writing practice, a need reflected in studies that emphasize representative text exemplars in instructional materials (Yasmar et al., 2025). Meanwhile, the 58.26% score on language simplicity suggests students need materials written in simple and clear language to enhance comprehension, a common requirement highlighted in needs analysis literature (Kartika-Ningsih & Gunawan, 2019). In the media aspect, scores for front cover design (52.53%), content layout (57.53%), and illustrations (60.53%) indicate that students want materials that are visually engaging and well-organized to support learning, reinforcing the importance of media and graphic elements in teaching materials development (Ernawati, 2017).

Overall, the needs analysis result of 60.16% indicates that students require new essay-writing teaching materials that take into account both the content and media elements identified in this study. All 15 items in the needs analysis questionnaire were statistically proven to be valid and reliable. From a theoretical perspective, Kaufman argues that needs analysis is a process aimed at identifying gaps between actual performance and expected outcomes (Nduwimana, 2023). The most critical gaps should

be prioritized for further examination to determine existing conditions and emerging needs, so that appropriate solutions can be identified to address them effectively (Kaufman, R., 2011). This view is reinforced by Rossett, who states that needs analysis involves identifying opportunities, discovering and describing problems, formulating questions, constructing hypotheses, reducing alternatives, illustrating relationships among components, distinguishing facts from assumptions, and providing evaluations and recommendations (Mustafa & Rahmah, 2017).

## 4. CONCLUSION

This study aimed to analyze students' needs for the development of genre-based essay-writing teaching materials in higher education. The findings demonstrate that the existing teaching materials used in essay-writing courses have not fully met students' academic needs, both in terms of content and instructional media. The overall needs analysis score of 60.16%, which falls into the needed category, indicates a clear demand for the development of new teaching materials that are more systematic, accessible, and aligned with students' learning characteristics. The quantitative results show that all questionnaire items obtained percentages above 50%, suggesting that most students perceive limitations in the current teaching materials. These limitations are evident in several aspects, including the clarity of essay definitions, the explanation of essay objectives, the classification of essay genres, the organization of essay structure, step-by-step writing guidance, topic selection strategies, the availability of genre-specific essay examples, and the use of accessible academic language. Furthermore, media-related aspects, such as visual presentation, layout design, and illustrative support, were identified as areas requiring improvement to enhance students' engagement and comprehension.

The validity and reliability testing results confirm that the needs analysis instrument is statistically sound, with all items classified as valid and a Cronbach's Alpha coefficient of 0.971, indicating a very high level of reliability. These results strengthen the credibility of the findings and support their use as a solid empirical basis for subsequent stages of teaching material development. From a pedagogical perspective, the findings reinforce the theoretical premise that needs analysis is a crucial initial phase in instructional design, particularly within a genre-based pedagogical framework. Genre-based pedagogy emphasizes explicit instruction, staged learning, and awareness of social purposes, rhetorical structures, and linguistic features of texts. Without a thorough understanding of learners' needs, the implementation of genre pedagogy risks becoming misaligned with students' actual academic challenges. In conclusion, this study confirms that the development of genre-based essay writing teaching materials is both necessary and pedagogically justified. The results provide empirical evidence to inform the design stage of instructional material development, ensuring that future teaching materials are contextually relevant, learner-centered, and capable of supporting students' academic writing competence. Further research is recommended to proceed with the design, validation, and effectiveness testing of the developed materials to evaluate their impact on students' essay writing performance.

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