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Paragraph Writing Instructional Material: Students' Need Analysis

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Abstract: This study explores paragraph writing instructional materials based on students' needs analysis in an English as a Foreign Language (EFL) context. The purpose of this study is to identify students' learning needs and perceptions of existing paragraph writing materials, particularly in developing Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS). Data were collected through questionnaires and semi-structured interviews to capture both quantitative and qualitative perspectives on students' learning experiences. The quantitative data were analyzed using SPSS version 29, while the qualitative interview data were examined using NVivo version 11 to identify emerging themes related to students' instructional needs. The findings reveal that students perceive the instructional materials as generally effective in providing clear explanations and structured exercises to support paragraph writing. However, the needs analysis also indicates several areas requiring improvement, including the limited variety of examples, insufficient practical writing exercises, and the lack of supplementary learning resources such as multimedia tools. These unmet needs suggest that the current materials do not fully accommodate students' diverse learning preferences. The study concludes that needs-based refinement of paragraph writing instructional materials that is by incorporating more interactive elements, authentic examples, and additional learning supports can enhance EFL students' paragraph writing competence and overall language development.

Key words: instructional material development, paragraph writing, lecturer and students' need analysis

Abstrak: Penelitian ini mengkaji bahan ajar penulisan paragraf berdasarkan analisis kebutuhan mahasiswa dalam konteks English as a Foreign Language (EFL). Tujuan penelitian ini adalah mengidentifikasi kebutuhan dan persepsi mahasiswa terhadap bahan ajar penulisan paragraf yang digunakan, khususnya dalam pengembangan Major Supporting Sentences (MASS) dan Minor Supporting Sentences (MISS). Data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur untuk memperoleh gambaran kuantitatif dan kualitatif mengenai pengalaman belajar mahasiswa. Data kuantitatif dianalisis menggunakan SPSS versi 29, sedangkan data kualitatif dari wawancara dianalisis menggunakan NVivo versi 11 guna mengidentifikasi tema-tema utama terkait kebutuhan pembelajaran mahasiswa. Hasil penelitian menunjukkan bahwa mahasiswa menilai bahan ajar yang tersedia cukup efektif dalam memberikan penjelasan yang jelas dan latihan yang terstruktur untuk mendukung proses penulisan paragraf. Namun demikian, analisis kebutuhan juga mengungkapkan beberapa aspek yang masih perlu ditingkatkan, antara lain keterbatasan variasi contoh, kurangnya latihan menulis yang bersifat praktis dan kontekstual, serta minimnya sumber belajar pendukung seperti media multimedia. Temuan ini menunjukkan bahwa bahan ajar yang ada belum sepenuhnya mengakomodasi

keberagaman kebutuhan dan preferensi belajar mahasiswa. Penelitian ini menyimpulkan bahwa penyempurnaan bahan ajar penulisan paragraf berbasis kebutuhan mahasiswa, melalui integrasi elemen pembelajaran interaktif, contoh autentik, dan sumber belajar tambahan, berpotensi meningkatkan kompetensi menulis paragraf mahasiswa EFL serta pengembangan kemampuan berbahasa secara keseluruhan.

Kata kunci: pengembangan bahan ajar, menulis paragraf, analisis kebutuhan dosen dan mahasiswa.

INTRODUCTION

Writing is a fundamental language skill that plays a central role in the development of learners' overall communicative competence. It is closely connected to listening, speaking, and reading, and requires students to integrate linguistic, cognitive, and organizational abilities. Despite its importance, writing remains one of the most challenging skills for students to master. Numerous studies have shown that learners frequently struggle to express their ideas clearly and transform them into effective written texts (Aljahdali & Alshakhi, 2021; Baharudin et al., 2023). This challenge is even more pronounced among English as a Foreign Language (EFL) learners, who must simultaneously generate ideas, structure them logically, and use appropriate grammar and vocabulary (Orozco, Castillo & Rames, 2020). Generating ideas is a particularly essential step in the writing process, as it forms the foundation for constructing a coherent and meaningful paragraph (Crossley et al., 2016). Yet many learners continue to face difficulties organizing and developing their thoughts into logical and systematic written discourse (Coffin, 2003; Graham, 2012; Hidayat & Faridah, 2015).

These persistent challenges indicate the need for effective support mechanisms in writing instruction. Beyond teaching techniques, the availability of relevant and well-structured instructional materials is critical in helping students gradually build their writing proficiency. Research shows that teaching materials serve not only as sources of knowledge, but also as scaffolding tools that help students understand writing conventions and improve the clarity, coherence, and overall quality of their written work (Joseph, Ismail & Yunus, 2024; Munna & Kalam, 2021). Well-designed materials also enable students to learn independently, making them an essential component in both face-to-face and blended learning environments (Herdian, Dewanti & Sulistyningrum, 2023; Zulaeha et al., 2023).

Observations conducted by the research team revealed that existing instructional materials for English paragraph writing often do not explicitly guide students in developing supporting ideas at multiple levels. In particular, materials incorporating the structure of Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS) remain largely unavailable. This absence is notable because systematic instruction that differentiates between levels of support can help students elaborate their ideas more effectively and construct paragraphs that are clearer, richer in detail, and better organized. Given the role of teaching materials as communication tools between instructors and students, the lack of materials aligned with learners' actual needs may contribute to ongoing difficulties in paragraph development.

Considering these issues, the development of clear, systematic, and learner-oriented instructional support is essential for enhancing students' paragraph writing abilities. Understanding students' needs is therefore an important first step toward improving instructional practices in writing courses. By identifying what learners require—whether in terms

of clarity, structure, examples, or guidance—educators can better align materials and teaching strategies with the challenges students face in writing.

Therefore, this study aims to identify students' needs regarding paragraph writing instructional materials that help them develop stronger and more coherent English paragraphs, particularly materials that support the organization of ideas through frameworks such as Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS).

LITERATURE REVIEW

A. Paragraph Writing

Writing a paragraph is the process of organizing and presenting ideas in a coherent and logical manner in a single paragraph (Šafranĳ et al., 2022; Wirantaka, 2016). A paragraph is a unit of writing that focuses on a particular topic or idea. A paragraph usually consists of a group of related sentences that work together to develop and support a central idea or theme (Qizi & Qizi, 2025). A well-written paragraph usually begins with a topic sentence that introduces the main idea or argument (Gerald & Joseph, 2024). This topic sentence serves as a roadmap for the rest of the paragraph, leading the reader through the following sentences. The following sentences provide supporting details, examples, or explanations that further develop the main idea (Ghazzoul, 2019).

Effective paragraph writing involves maintaining unity, coherence, and completeness. As stated by Oktarina, Indrawati & Slamet (2022), S (2017), and Santoso (2019), in writing a paragraph, it is necessary to involve the reader's five senses to evoke the sight, sound, smell, taste, and touch of the main topic of the text. Unity means that all sentences in the paragraph must relate to the main idea and contribute to its development (Mohammed, 2023). Coherence refers to the logical flow of ideas, where each sentence connects smoothly to the previous sentence (F. Ahmed, 2019). Completeness ensures that the paragraph adequately addresses the topic and provides enough information or evidence to support the main idea (F. Ahmed, 2019; Mohammed, 2023).

Transition words and phrases are often used to improve the flow and coherence of a paragraph (Planĳić & Ninĳević, 2014). These words and phrases act as guideposts, indicating relationships between sentences or ideas. They can indicate addition, contrast, comparison, cause and effect, and other types of relationships. In addition, paragraph writing should take into account the intended audience and the purpose of the writing (A. Ahmed et al., 2014). The tone, style, and level of detail can vary depending on whether the paragraph is part of an academic essay, a persuasive argument, a descriptive piece, or another type of writing.

Overall, effective paragraph writing involves organizing thoughts in a clear and structured manner, providing supporting evidence or examples, and maintaining coherence and unity throughout the paragraph. This is an important skill in many forms of written communication, allowing writers to express their ideas concisely and effectively.

B. Teaching Materials

Teaching materials constitute a fundamental element in the learning process, particularly in language education. Richards (2018) emphasizes that instructional materials play a central role

in all forms of language learning. In earlier work, Richards (2010) further explains that teaching materials serve multiple purposes, such as delivering content in both spoken and written forms, providing a basis for learner activities, functioning as a syllabus framework, and offering guidance for novice teachers who may lack instructional confidence.

Similarly, Dudley-Evans and St. John (1998) outline several key functions of teaching materials, including serving as a language input source, supporting the learning process, enhancing learner motivation, and acting as a reference tool. Drawing from these perspectives, it is evident that teaching materials are indispensable in facilitating effective learning. Given their critical role, instructional materials should be carefully designed and developed to align with curriculum requirements while also addressing learners' specific needs. Supporting this view, Silabus.web.ID notes that teaching materials are context-specific, as they are created for particular learners and learning situations, with content systematically organized to achieve predetermined instructional objectives.

Scholars have also proposed varying classifications of teaching materials. Sadjati categorizes instructional materials into two main types: printed and non-printed materials. Printed materials include modules, textbooks, and student worksheets, whereas non-printed materials encompass realia, materials derived from everyday objects, visual displays, audio and video resources, and overhead transparencies (Akay, 2021). In contrast, Richards (2001) proposes a threefold classification consisting of printed materials, non-printed materials, and materials derived from a combination of both sources, including digital resources such as the internet.

This research focuses on the development of printed teaching materials, namely teaching materials for Writing Paragraph Teaching Materials Based on Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS) to Develop English Paragraph Writing Skills. Based on the results of observations.

METHOD

A. Research Type

This study employed a descriptive qualitative design supported by quantitative data to strengthen the interpretation of findings. The qualitative component was used to explore students' perceptions and needs regarding paragraph writing instructional materials in greater depth, while the quantitative component derived from the questionnaire served to identify general patterns and tendencies among the participants. The integration of both types of data provides a richer and more comprehensive understanding of students' needs within the context of paragraph writing instruction.

B. Research Subject

The research was conducted at the English Education Study Program of Universitas PGRI Semarang. The participants consisted of undergraduate students enrolled in the Paragraph Writing course from two different classes. A total of 40 students participated in the questionnaire, while 24 students were selected for the interview. The students were chosen using purposive sampling based on their enrolment in the course and their active involvement in writing activities. This selection ensured that the participants had adequate exposure to paragraph writing practices relevant to the focus of the study.

C. Research Instruments

The instruments used in this research were questionnaire and interview guide. The questionnaire was administered to obtain quantitative data regarding students' perceptions of the availability and quality of existing Paragraph Writing teaching materials, the extent to which these materials provide sufficient examples and exercises, and the obstacles students experience when using the current instructional materials. The instrument was distributed to students enrolled in the Paragraph Writing course, and participation was entirely voluntary. A total of 40 students completed the questionnaire after being informed of the study's purpose and assured of anonymity. Using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), the questionnaire consisted of 10 items designed to capture students' needs and challenges related to paragraph writing instructional materials. The data gathered from the questionnaire served as the primary source for identifying patterns and gaps in the materials currently used in the course.

Semi-structured interviews were conducted with 24 participants to gain deeper insights into the challenges they face in paragraph writing and their preferred characteristics of instructional materials. The interview guide covered themes such as difficulties in organizing ideas, the need for explicit guidance, the relevance of MASS–MISS structuring, expectations for examples and exercises, and students' personal learning strategies. Interviews allowed participants to elaborate on issues that may not be fully captured through the questionnaire.

D. Method of Data Collection

In collecting the data, the questionnaire was distributed to 40 students during regular class sessions. Participants completed the instrument individually and anonymously to ensure unbiased responses. The questionnaire served as the initial stage of data collection, providing a quantitative overview of students' needs related to paragraph writing materials.

Moreover, interviews were conducted with selected students who voluntarily agreed to participate after completing the questionnaire. Each interview lasted approximately 10–15 minutes and was recorded with permission. The interviews were intended to clarify, expand, and contextualize the quantitative findings from the questionnaire.

E. Data Analysis

Quantitative data from the questionnaire were analyzed using SPSS Version 29. Descriptive statistical analysis including means, standard deviations, and frequency distributions was applied to identify dominant trends in students' responses. The analysis helped determine the extent to which specific instructional needs were shared among the majority of participants.

Qualitative data from interviews were analyzed using NVivo 11. The analysis followed several steps: (1) transcription of interview recordings, (2) initial coding of meaningful segments, (3) categorization of codes into broader themes, and (4) interpretation of emerging patterns related to students' needs in paragraph writing. NVivo facilitated the systematic organization of data and helped ensure the reliability of the coding process.

RESULTS

Research data at the final reporting stage were collected through the distribution of questionnaires addressed to students of the Paragraph Writing course. This questionnaire aimed to determine the availability and quality of teaching materials used in paragraph writing learning according to the perceptions of students. With this information, improvements or refinements can be made to the teaching materials so that they are more in accordance with the needs of students and learning becomes more effective. The results of the study can be narrated as follows.

A. Availability, Quality of Paragraph Writing Teaching Materials and the Obstacles Experienced by Students

The result of the study in relation to the availability and quality of existing Paragraph Writing teaching materials, the extent to which these materials provide sufficient examples and exercises, and the obstacles students experience when using the current instructional materials. It can be seen in the Table 1.

Table 1:
Quantitative Data from the Evaluation of the Availability and Quality of Paragraph Writing Teaching Materials and Obstacles Experienced by Students

No	Statement	Score					Total Score	Mean Score
		1	2	3	4	5		
1	The textbook used in the Paragraph Writing course provides a clear explanation of the concepts of major and minor supporting sentences.	0	0	4	27	8	160	4,10
2	The textbook provides examples of topic sentences that effectively reinforce the main idea.	0	0	1	21	17	172	4,41
3	The textbook provides an adequate explanation of the role and function of major and minor supporting sentences in supporting and developing the main idea.	0	0	3	24	12	165	4,23
4	I feel that the practical exercises provided in the textbook for the Paragraph Writing course helped me understand and apply the concepts of major and minor supporting sentences in writing paragraphs.	0	0	0	0	39	195	5,00
5	The textbook for the Paragraph Writing course provides examples of paragraphs that effectively utilize topic sentences and minor supporting sentences to convey ideas clearly and coherently.	0	0	0	0	39	195	5,00
6	Overall, I feel that the textbook I used was quite helpful in understanding and mastering paragraph writing skills.	0	0	3	28	8	161	4,13
7	I am having difficulty understanding the concepts of major and minor supporting sentences explained in the textbook used in the Paragraph Writing course.*	8	10	19	2	0	39	93
8	The textbook used in the Paragraph Writing course does not provide sufficient examples to clarify the concepts being taught.*	14	11	8	5	1	39	85
9	The practical exercises provided in the textbook used in the Paragraph Writing course are too complex or not suited to my abilities.*	36	0	0	0	3	39	51
10	I face any technical or accessibility barriers to using the learning materials (e.g., books not available in the library, limited access to online learning platforms, etc.)*	13	14	9	3	0	39	80

Note: * negative statement items.

From the table 1, the result of the study can be described as follows:

Item 1: "The textbook provides a clear explanation of the concepts of major supporting sentences and minor supporting sentences."

The analysis showed that students assessed the textbook as providing a clear explanation of the concepts of major supporting sentences and minor supporting sentences. The majority of respondents chose the agree (27 respondents) and strongly agree (8 respondents), resulting in a total score of 160 and an average of 4.10. No students disagreed or strongly disagreed. These findings indicate that students generally understand the basic concepts of supporting paragraphs through the explanations provided in the textbook.

Item 2: "The textbook provides examples of topic sentences that reinforce the main idea well."

This item received a total score of 172 with an average of 4.41. The majority of students chose to agree (21 respondents) and strongly agree (17 respondents), while only one respondent was neutral. There were no negative assessments. This indicates that the examples of topic sentences provided in the textbook are considered clear, relevant, and able to strengthen students' understanding of the main idea of the paragraph.

Item 3: "The textbook provides adequate explanations of the function of main and supporting sentences."

With a total score of 165 and an average of 4.23, this item indicates that students considered the textbook to be adequate in explaining the function of major and minor supporting sentences. Twenty-four respondents agreed, 12 strongly agreed, and three respondents were neutral. This finding indicates that most students found it helpful in understanding the role of each type of supporting sentence in paragraph development.

Item 4: "Practical exercises help understand and apply the concept of supporting sentences."

This item received a maximum score of 195 with an average of 5.00. All respondents (39 students) selected "strongly agree." There was no variation in other responses. This indicates that the practical exercises in the textbook were the strongest and most appreciated aspect by students. The practical exercises were considered very helpful in internalizing the concept of supporting paragraphs.

Item 5: "The textbook provides examples of effective and coherent paragraphs."

Like the previous item, this item also received a perfect score of 195 with an average of 5.00. All respondents strongly agreed that the example paragraphs in the textbook were well-presented, coherent, and effective. This indicates that the example paragraphs in the textbook significantly contribute to strengthening students' understanding of good paragraph structure.

Item 6: "Overall, the textbook helps them understand paragraph writing skills."

With a total score of 161 and an average of 4.13, most students felt that the textbook, overall, helped them understand paragraph writing skills. Twenty-eight students agreed, and eight strongly agreed. Three respondents were neutral. No respondents considered the textbook unhelpful. This finding confirms the textbook's positive role as a primary learning resource.

Item 7 (Negative Item): "I have difficulty understanding the concept of major and minor supporting sentences."

This negative item indicates a tendency for some students to still struggle with this concept. Eight respondents strongly disagreed, 10 disagreed, and 19 were neutral. Only two students agreed, and none strongly agreed. With a total score of 93, it appears that most students did not experience significant difficulties, but the presence of 19 neutral responses indicates that a group of students still needed additional explanations or variations in presentation.

Item 8 (Negative Item): "The textbook does not provide sufficient examples to clarify concepts."

With a total score of 85, the majority of respondents disagreed with this negative statement. 14 respondents strongly disagreed and 11 disagreed. Eight respondents were neutral, while only five agreed and one strongly agreed. This finding indicates that students generally felt the examples provided in the textbook were adequate, although a small group of students still needed more variety in the examples.

Item 9 (Negative Item): "The practical exercises were too complex or not appropriate to their abilities."

This negative item received a total score of 51, indicating that the majority of respondents (36 students) strongly disagreed. No students agreed or were neutral, and only three students strongly agreed. This finding indicates that the practical exercises in the textbook were not considered too difficult. Instead, they were considered appropriate to their abilities, relevant, and easy to follow.

Item 10 (Negative Item): "There were technical or accessibility challenges in using the teaching materials."

With a score of 80, the majority of students considered technical or accessibility issues not to be a significant issue. Thirteen respondents strongly disagreed and 14 disagreed. However, nine students were neutral and three agreed. These findings indicate that textbook accessibility is generally good, but a small number of students may experience specific limitations, such as book availability or access to online platforms.

Based on the data analysis, it can be concluded that the Paragraph Writing textbook was deemed highly effective and helped students understand the concept of paragraph writing, particularly regarding topic sentences, major supporting sentences, and minor supporting sentences. The majority of respondents gave positive assessments to the clarity of conceptual explanations (Items 1-3), the availability of relevant examples (Items 2 and 5), and the helpful support for practical exercises (Item 4). This was reinforced by the high average score, above 4.00, with two items even receiving a perfect score of 5.00.

Students felt helped in mastering paragraph writing skills (Item 6), indicating that the textbook had a strong pedagogical function and successfully achieved the learning objectives. Meanwhile, negative items (7-10) indicated that learning barriers were generally low. Students tended not to experience significant difficulties in understanding the concepts supporting paragraphs (Item 7), felt the examples were adequate (Item 8), considered the exercises not too complex (Item 9), and did not encounter significant obstacles related to accessibility (Item 10). However, a number of neutral responses to several negative items indicate that there are groups of students who require additional support—particularly regarding conceptual understanding and example variety.

Overall, the findings indicate that the Paragraph Writing textbooks meets students' learning needs very well, but they still require some improvements in supporting aspects to address the diversity of student abilities.

B. Students' Experiences in Using and Utilizing Paragraph Writing Teaching Materials

Theme 1: No Comments/Good

Many respondents stated that they had no complaints or additional suggestions, indicating that the teaching materials were considered adequate and met their learning needs. Respondents felt the learning process ran smoothly, the material was easy to understand, and did not require significant changes. This was reflected in a variety of simple but consistent answers such as "none," "None," "Not yet," and "I think it's enough, no additions." Furthermore, several respondents even emphasized their satisfaction, for example, "I think it's good enough, I'm very satisfied." This consistency of answers confirms that students' satisfaction with the teaching materials is relatively high.

Theme 2: Need for Additional References

A significant number of respondents expressed a need for additional references, whether in the form of physical books, e-books, or other supporting materials. This indicates that although the available teaching materials are helpful, students still need additional learning resources to deepen their understanding. Some statements reflecting this include "Need for the desired reference book," "Need for references similar to the desired book," and "Need for references similar to the book I opened." On the other hand, some also provided positive feedback, such as "The references are very easy to open and study" and "The reference books/PDF files provided are very easy to access." This indicates a two-pronged approach: maintaining ease of access while expanding the variety of references.

Theme 3: Easy Access to Teaching Materials

Several respondents expressed appreciation for the ease of access to teaching materials, especially in the form of PDF files, e-books, or digital materials. This indicates that students greatly benefit from the flexibility of access to materials. Statements such as "The references are very easy to open and study," "The e-books are easy to understand and include examples and exercises," and "There are files that are easy to learn the material like online books" reflect this positive view. This theme demonstrates that the strategy for providing digital teaching materials is on the right track.

Theme 4: Hopes for Material Development

This theme emerged from comments suggesting further development of teaching materials. Some students hoped that the materials could be made more varied, creative, or relevant to specific interests. For example, "I wish the topics were more broadly focused on the world of music" or "I wish writing would be more enjoyable." Some also suggested, "There needs to be more modern teaching materials." This theme emphasized students' desire for a more engaging and contextual learning experience.

Theme 5: Language Difficulties and the Need for Translation

This theme highlighted the challenges in understanding English terms appearing in the teaching materials. Several students expressed the need for translations or glossaries to help them better

understand the material. This was evident in statements such as, "It would be better if there were translations in Indonesian, because some sentences are a bit difficult to understand in English." Another respondent stated, "I understand the material quite well, but the downside is that I don't understand the English meaning because there are still many words I don't know." This theme is important because it demonstrates that language proficiency can significantly impact material comprehension.

Theme 6: Need for Direct Classroom Practice and Exercises

Some respondents felt that learning would be more effective if accompanied by hands-on exercises supervised by lecturers. Students desired hands-on demonstrations and exercises to gain a deeper understanding of concepts. This was illustrated by statements such as, "There needs to be direct classroom practice or exercises supervised by lecturers so that each student can understand their difficulties." Thus, although the exercises in the teaching materials were helpful, they still needed interactive practice experiences to gain confidence in writing paragraphs.

Theme 7: Need for More Examples or More Comprehensive Explanations

Some respondents felt that the teaching materials were good, but needed to be strengthened with additional explanations or more examples. This request reflects the need for more comprehensive and structured materials. Respondents expressed this through comments such as "Perhaps a more comprehensive explanation could be added" and "It's very good... just needs further follow-up regarding the material presented." Some also suggested updating the teaching materials to make them more modern, for example, "It's good, but perhaps it would be better to add more modern teaching materials." This theme indicates that despite the solid foundation of the material, students still desire more in-depth and varied delivery.

Table 2:
Themes Emerging from Qualitative Data Coding Results

No.	Theme	Frequency	Meaning
1	No comments/good	19	High satisfaction level
2	Needs additional references	7	Desire a variety of learning resources
3	Easy access	6	Digital files preferred
4	Expects for material development	3	Need differentiation
5	Language difficulties	2	Need glossary/translation
6	Needs more hands-on practice	1	Need classroom activities
7	Needs more explanations/examples	1	Material needs to be enriched

Based on the Table 2, general interpretation can be stated as follows:

1. The majority of respondents were satisfied with the existing teaching materials.
2. The greatest need was for additional references and a wider variety of examples.
3. Some students were not yet comfortable with English and therefore needed language support.
4. There was a desire for more practice and direct guidance from lecturers.
5. Access to digital teaching materials was considered very helpful.

C. Interpretation of Quantitative and Qualitative Data

The results of the quantitative and qualitative analyses show strong consistency between perceptions measured through scores and open explanations provided by students regarding the quality and effectiveness of the Paragraph Writing teaching materials. Overall, both types of data reinforce the belief that the teaching materials met students' learning needs, although there were some areas for improvement.

Quantitatively, most indicators related to conceptual clarity, the provision of relevant examples, and the usefulness of practical exercises received very high scores (average 4.10–5.00). This finding aligns with the qualitative data, which showed that the majority of students reported no complaints or considered the materials to be good and easily accessible. This indicates that textbook-based learning successfully supported the understanding of core concepts such as topic sentences, major supporting sentences, and minor supporting sentences.

Quantitative findings on negative items also provide a consistent picture with the qualitative data. Low scores on items such as difficulty understanding concepts, lack of examples, and exercises perceived as complex indicate that these challenges were experienced by a small group of students. This is reinforced by qualitative data indicating that some students experienced language difficulties, needed additional references, or desired more detailed explanations. While not a significant number, this group's presence is important to consider to ensure more inclusive learning for students at different ability levels.

Quantitative data also indicated that practical exercises were the most appreciated aspect by students (mean 5.00), and this parallels qualitative comments that stated that hands-on exercises significantly enhanced their understanding. However, some students continued to emphasize the need for face-to-face exercises or direct guidance, suggesting that written exercises were not entirely sufficient for all students. Thus, the qualitative data enriched the quantitative data by highlighting the broader pedagogical context.

Furthermore, the relatively low quantitative score for technical challenges (mean 3.95) was further clarified by student comments that digital learning materials were easily accessible. However, some students still reported access barriers or a preference for physical resources. This suggests that while accessibility is generally good, a diversity of learning material formats is needed to meet the needs of all students. Simultaneously, both data indicate that the teaching materials are of excellent quality, well-structured, and easy to use. However, students desire: (1) a richer variety of examples, (2) additional references, (3) support for understanding English vocabulary, (4) exercises with direct guidance, and (5) expanded context for topics to make them more engaging and relevant to their experiences.

In other words, the quantitative data demonstrates the main strengths of the teaching materials, while the qualitative data reveals nuanced additional needs that are not explicitly reflected in the numbers. Together, both confirm that the Paragraph Writing teaching materials are effective but could be improved through increased material variety, a multimodal approach, and more adaptive mentoring.

D. Teaching Materials in the Paragraph Writing Course based on Interview Results Analysis

The following is the students' evaluation of teaching materials in the Paragraph Writing Course based on Interview Results Analysis.

Table 3:
Summary of Interview Results

Aspects Analyzed	Quantitative Findings	Qualitative Findings	Sample Respondent Quotes
Textbook Type	±90% using Oshima & Hogue (2006/2016)	The book is considered complete and most relevant.	"Oshima (2006)", "Oshima 2016", "Good, sufficient"
Textbook Availability	The majority rated it as Good/Very Good/10/10	The materials are adequate but require additional references.	"Quite adequate, everything is available", "I wish there were other references like this book"
Topic Sentence Explanation	Almost 100% said Yes	The explanations are considered clear and easy to understand.	"Very clear", "It covers everything", "The explanations are clear and comprehensive"
Examples of Topic Sentences	Almost all said Yes/Yes	The examples help understand paragraph structure.	"It provides examples relevant to the material", "I feel the examples are clear enough"
The Role of Major & Minor Supporting Sentences	Almost all said Yes	The explanations are considered complete and detailed.	"It covers the explanations and roles and functions sufficiently", "Yes, of course"
Practical Exercises	90% said Yes/Adequate	The exercises are considered helpful and are provided regularly.	"After each lesson, the lecturer gives exercises", "The practical exercises are adequate"
Examples of Effective Paragraphs	The majority said Yes, used frequently-very frequently	The paragraph examples are helpful when working on assignments.	"I often use the examples", "Yes, very often"
Benefits of Teaching Materials	The majority found it adequate/very helpful	The teaching materials make learning easy to follow.	"It's quite helpful", "Very helpful for learning"
Student Suggestions	±70% gave additional suggestions	The majority would like additional references and make learning more enjoyable.	"I wish there were additional reference books", "The learning is more engaging"
Other Points Conveyed	Most: None	Positive comments about learning were given	"This class is very fun and not boring", "I understand it well enough"

Based on quantitative data, almost all respondents (±90%) stated that the primary textbook they used was Oshima & Hogue (2006/2016). This is evident in answers such as "Oshima (2006)," "Oshima, A. and Hogue A. (2006). Writing Academic English," and "Oshima 2016, 10/10." Only a small number of students stated that they did not use the textbook or relied solely on files provided by the lecturer. Qualitatively, the textbook was considered comprehensive and easy to understand, as reflected in comments such as "Good, sufficient" and "Quite adequate, everything is available."

In general, the availability of textbooks was rated as good to excellent by the majority of respondents. Some rated the quality as "Good," "Very satisfied," or "Very helpful for learning." However, there was also a need for additional references, as expressed by one respondent: "Hopefully there will be other references like this book" and "It could be improved." Quantitatively, more than 80% of respondents assessed the textbook as adequate, and qualitatively, students reported that the book provided a clear learning structure.

Regarding the clarity of the explanations of topic sentences and supporting sentences, almost all respondents (approaching 100%) answered "Yes." This was supported qualitatively by statements such as "Very clear" and "It covers everything." Many respondents felt that Oshima's book provided simple and easy-to-follow theoretical explanations, for example: "The explanations are clear and comprehensive." This data indicates that the textbook effectively helps students understand the basic elements of paragraph writing.

Regarding the examples of topic sentences in the textbook, the majority of students stated that the textbook provided appropriate examples. Responses such as "Yes," "It provides examples that are relevant to the material," and "I feel the examples about paragraph writing are quite clear" corroborated the quantitative findings, which showed nearly 100% agreement. The concrete examples in the textbook appear to provide practical guidance for students in writing their own paragraphs.

Regarding the explanation of the functions of major and minor supporting sentences, respondents again showed a very high level of agreement. Nearly all answered "Yes," and qualitative comments such as "I think the book sufficiently covers the explanation and its role and function" indicate that students understand the supporting structure of paragraphs well. They felt the book provided not only theory but also effective examples of its application.

Respondents also assessed that the practical exercises in the teaching materials were adequate. Most answered "Yes" or "Adequate," and some even emphasized that the exercises were provided regularly, for example: "After each lesson, the lecturer gives exercises, so they help a little with paragraph writing" and "The practical exercises are adequate." This demonstrates that the teaching materials support applied learning, not just theoretical learning.

Regarding the availability of effective paragraph examples, almost all respondents stated that they are available and frequently used. Some stated, "I often use these examples when I have homework" or "Yes, very often." Quantitatively, the frequency of paragraph example use ranged from "often" to "very often," indicating that students genuinely utilize paragraph models as references in their writing.

Overall, students felt that the teaching materials were very helpful in mastering paragraph writing skills. Many respondents provided positive assessments, such as "Quite helpful," "Very helpful for learning," and "Quite helpful." Some even stated that the class was "fun and not boring" due to the effective use of teaching materials.

However, the qualitative section indicated hope for improvement. The most frequent suggestion was the addition of additional references or supplementary books, for example, "Hopefully there will be additional reference books," "Hopefully there will be other references like that book," and "No, but I hope the learning will be more enjoyable." Some students also hoped that the teaching approach could be "more inclusive because some students may not understand."

Meanwhile, in the other aspects section, most students did not have any additional comments. However, some shared positive experiences, such as "This class is very fun and not boring" and "I already understand enough about paragraph writing," which reinforces the finding that the teaching materials are effective in the class.

Based on quantitative and qualitative findings, it can be concluded that the primary textbook used in the Paragraph Writing course is Oshima & Hogue (2006/2016), and is considered highly relevant, comprehensive, and easy to understand by the majority of students. The availability of materials is considered adequate to excellent, with clear explanations of topic sentences, major supporting sentences, and minor supporting sentences. The textbook also provides appropriate examples and practical exercises, which are considered sufficient or even routinely provided at each meeting, thus helping students improve their paragraph writing skills effectively.

Students generally felt that the teaching materials were adequate or very helpful in understanding paragraph structure and its application. The examples of effective paragraphs provided were also widely used as references in completing assignments. However, there was a consistent need from most respondents for additional references to enhance the learning experience. Furthermore, some students provided input on making the learning more inclusive, embracing students with slower comprehension, and maintaining engaging and non-monotonous classes.

Overall, the teaching materials used in this course function very well as the primary learning resource, but still have room for development, particularly in diversifying learning sources and methods.



DISCUSSION

Students found the Paragraph Writing textbook effective in explaining major and minor supporting sentences, emphasizing the importance of clarity in teaching materials. Clear explanations help students better understand foundational writing concepts. This aligns with (Graham, 2012), who highlights the role of clear instruction in academic writing. Students benefit from observing how teachers model language use rather than just receiving assignments. Similarly, (Wendimu & Gebremariam, 2024) stress that providing writing guidelines during practice significantly enhances students' writing abilities.

Similarly, the textbook is regarded positively for its presentation of examples of main sentences (topic sentences) that strengthen the text, which is crucial in helping students understand how to structure their writing. The provision of clear examples is essential for translating abstract ideas into practical applications, supporting the learning process. It finds support a research by (Joseph et al., 2024). During the writing phase, lecturers would give students ideas, examples, and criticism on how to improve the assigned writing task. This would help the students and provide them with chances to exchange ideas and brainstorm.

Furthermore, students expressed strong support for the practical exercises, with 100% agreeing that these exercises help them understand and apply the concepts of supporting sentences in paragraph writing. This highlights the significant role that practical exercises play in reinforcing theoretical knowledge and turning it into real-world skills. This finding is in line

with (Zhou, 2023)'s research since these activities provide students with structure and direction in developing their writing skills. By leveraging their prior knowledge of the practical exercise, students can create high-quality, engaging, and informative written work. Through these activities, they gain a deeper understanding of the writing process, preparing them for academic and professional success.

Overall, the textbook is seen as highly beneficial in helping students master paragraph writing skills. This supports the idea that well-designed teaching materials can significantly contribute to skill development. With 20.5% of students strongly agreeing and 71.8% agreeing that the textbook is helpful, it is clear that the textbook is meeting students' needs.

CONCLUSION

This study highlights the significance of well-structured teaching materials in enhancing students' paragraph writing skills, particularly in using Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS). The perceptions of students indicate that the available teaching materials effectively provide clear explanations and structured exercises to support the writing process. However, there are still areas for improvement, such as expanding the variety of examples, incorporating more practical exercises, and enhancing supplementary resources like multimedia tools.

To enhance the effectiveness of teaching materials, future research could focus on refining instructional content by integrating more interactive learning elements and expanding real-world writing examples. By addressing these aspects, teaching materials for paragraph writing can be more impactful in fostering students' academic writing competence and overall language development.

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