



Need Analysis to Develop English Writing Materials for ESP Instruction

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Abstract

Need analysis becomes very essential before deciding on learning objectives, determining the assessment indicators, designing instructional material, as well as developing materials. The study aims to explore the students' needs for English writing materials from various semesters in the Biological Department at Universitas Muhammadiyah Parepare. In collecting the data, the method used were questionnaires and interviews. The questionnaire was given to various semesters of Biological students while the interview was done with the English lecturer. The study resulted that most of the students were in the fair classification of mastering English writing skills. Moreover, the students proposed material needed to include in the teaching of writing skills in English. The materials are making notes in class, writing essays, writing informal texts like email and short text on social media, writing a curriculum vitae, writing experiences, writing a summary and abstract, writing a critical essay, providing presentation slides, writing a business letter, and writing a research article in the English language

Keywords: need analysis, writing skills, English materials

A. Introduction

Need analysis attends to examine the learner's knowledge and what they need to know. It is a tool for teacher to discover what needs to be taught and what students want to learn. There are three types of needs. They are lacks, wants, and necessities (Nation & Macalister, 2010). Thus, conducting a need analysis before teaching is the essential thing for a teacher. Unfortunately, in the Biological Department of Universitas Muhammadiyah Parepare, the students' did not have any English materials related to their department. Most of the students were classified as fair in comprehending written language. Writing, on the other hand, plays a crucial role when students want to communicate with a reader for a reason. By writing, they can explain things, and the reader can learn by reading the written messages (Semeraro et al., 2019; Ratnah, 2018). It contributes to the evaluation of language proficiency, recall capacity, and thinking ability, so it is regarded as a cognitive challenge (Olivier, 2019; Javed et al. 2013).

Writing is more difficult than other language skills, according to Javed et al. (2013), even for native English speakers who occasionally encounter difficulties in difficult situations. It resulted in a shift away from the mechanical aspects of writing, such as sentence-level grammar and punctuation, and toward attempts to replicate the processes that are believed to be involved in writing (Johnson & Lin, 2016). They explain that writing was typically understood to involve some stages: editing before publishing, drafting, revising, and prewriting. Thus, making a framework before composing a draft, recognizing the abilities required for effective writing, and keeping away from plague words and expressions (Fadda, 2012). Besides, the acquisition of the textual conventions of a specific discourse community, which are necessary for students to write successfully, is frequently the focus of academic writing pedagogy in EFL contexts (Shea, 2017). In conclusion, writing is a skill that attempts to replicate thought processes and discourse community textual conventions by focusing on mechanical aspects of writing and grammar.

Based on the research observation in Biological Department of Universitas Muhammadiyah Parepare, the students did not have any English instructional material of English based on their department. This problem makes them seldom to practice writing in English language. Thus, the study was conducted to analyze the students' needs for English writing materials. Students' needs were collected through questionnaires and interviews. English writing materials needed by the students were daily conversation, instruction English language, English Biological materials from YouTube, language used in the academic seminar, and writing when listening. Hopefully, the materials needed by the students would be developed to be English instructional material for Biological students.

Developing English writing materials should follow the students urgent needs. Sakkir G et.al (2021) in their research on Needs Analysis to develop Writing Skills Material Using Facebook for English Undergraduate Students stated that in order for the material to be related to the needs, levels, and perceptions of student lecturers, the results of students' urgent needs to develop a writing learning course module must meet the following criteria: independent, interactive, user-friendly, formal and informal environment, online support, original, online social media, environmentally friendly, online evaluation, presented in visual aids, supporting writing activities both academic and non-academic, the topic of the material must be interesting according to the environment and background of the students, the material must provide vocabulary, text reading, grammar and basic skills in the writing process, implementation starting from basic level writing, practiced in class with attention to the global context.

B. Literature Review

To succeed in academic writing, teachers should be familiar with the types of writing skills to help their students boost their performance. There are many types of writing skills. They are autobiographical incidents, information reports, firsthand biographical sketches, evaluative writing, observational writing, problem/solution writing, short story, and speculation about causes and effects (Horn, 2001; Goose, 2001). (1) The autobiographical incident is the easy style for middle school students which involves the student being able to write about their adventure; (2) information report style allows students to gather facts, organize them, and use them to relate some learning to another person through writing so that the students will be able to write an information report; (3) firsthand biographical sketch allows students to use words to paint a picture of the person they are writing about; (4) evaluative writing style allows students to make a judgment and state it clearly; (5) observational writing allows students to relate what they have seen; (6) problem/solution writing is a writing style

which allows a writer to state a problem, then describe and analyze it; (7) short story allows students to present a story that is complete in both plot and character; and (8) speculation about causes and effects allows students to propose differences in actual current or past situation. It commonly calls for using higher-level thinking skills.

The process of writing is divided into six sessions, namely, prewriting, composing, feedbacking, revising, editing, and publishing (Abas & Abd Aziz, 2016; Harnandez & Amarles A, 2017). Prewriting served as warm-up activity and caught their interest in the writing task, providing them with ideas on what to write. Composing is the writing process where the students were expected to write their compositions structured with an introduction, body, and conclusion on the class blog. This stage gives students ample time to write the first rough draft of their persuasive essays with the aid of the formal outline they prepared during the prewriting stage. Feedbacking is the process of writing in which each participant was paired with another and each of them contributed feedback; thus, giving each a chance to make sense of his peer's persuasive composition. This part provided the students the opportunity to read and review their peers' written outputs and express their constructive or negative feedback, which is, focusing on the vital elements of academic composition, towards their classmates' persuasive essays. Revising is the constructive feedback of their peers, the students were tasked to rewrite their first drafts building up significant elements of academic writing (i.e. content, organization, language use or grammar, vocabulary, and mechanics) which necessitated reconstructions. This part also gave the teacher the chance of providing feedback about their essays before revising them. This stage aimed to strengthen the students' persuasive composition. Editing is the process of rebuilding their written outputs. They rewrote their persuasive essays striving to improve more on elements of written compositions such as syntax, and mechanics that required further reconstructions. Moreover, this stage also provided the teacher a chance of giving feedback for improvement before editing their essays. Publishing is the process of writing in which the students produced a refined persuasive essay while creating their student blogs. Before publishing their compositions, the teacher still suggested pointers to enhance their essays. This functioned as the final stage of the online writing process.

Writing skill is more difficult than other language skills (Javed et. al, 2013). Therefore, lecturers should focus on helping students become aware of how and why they write and encouraging them to write freely, fluently, and well (Nik et al., 2010). Ratnah (2018) investigates that writing plays a significant part when students need to convey a message to a reader for a specific reason, through writing, the student can make sense of things, and thus the reader can get data by perusing the composed messages. It is because writing is a useful language skill where it is viewed as a mental test, since it assists with surveying language skills, reviewing capacity and ability to think (Akhter, 2021; Utama et al., 2021; Gill & Janjua, 2020; Javed et.al, 2013).

C. Methodology

Since the study was a mix-method, quantitative and qualitative approaches were used to analyze and interpret the data. It was conducted at Universitas Muhammadiyah Parepare, Indonesia. There were 5 classes of students involved in the Biological department. The subjects consist of 46 students. There are two instruments used in this research. They are interviews and questionnaires. The interview was used to gain information about the target object and the problems that they faced in teaching and learning, especially in learning English. The information resource was the lecturers who teach English subjects and members of the education and teacher training faculty (FKIP) at Universitas Muhammadiyah Parepare. The information was about the teaching and learning activities for Biology Students, the factor causing the unsatisfactory performance of the students in learning English subjects, and the availability of the language laboratory and its role of it in teaching English. The questionnaire was used to conduct a need analysis to gain much more information or data from students about their perceptions of English material and to know the students' wants and needs.

D. Findings and Discussion

1. Findings

Table 1. Gender percentages

No	Gender	Frequency	Percentage (%)
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1	Male	4	8.70
2	Female	42	91.30
Total		46	100

The research samples were dominated by women and the total number of them is more than 90 %. The samples come from different backgrounds of cultures and semesters. The cultures they come from are Buginess, Enrekang, Mandar, Mamasa, and Makassar. 41.3 % of students are in the 6th semester, 47.8% of students are in the 4th semester, and 10.9 % of students are in the 2nd semester.

Table 2. The percentages of accents used and hope to be taught by the lecturer

Accents	Taught by the lecturer		Total (%)	Hope to be taught by the lecturer		Total (%)
	Yes (%)	No (%)		Yes (%)	No (%)	
a. America	67.39	32.61	100	67.39	32.61	100
b. British	17.39	82.61	100	34.78	65.22	100
c. Australia	17.39	82.61	100	21.74	78.26	100

Table 2 portrays that the American accent was the dominant accent used by the lecturer to teach English in the classroom. Besides, the students also hope that the American accent is the accent that can be taught in their classroom in English. Therefore, in selecting the material, the researcher dominantly explained and used the material with an American accent.

Table 3. The frequency level of writing skill

No	Writing	Frequency (Percentage %)					Total (%)
		A	U	S	Se	N	
1	Making notes in the class in the English language	6.52	8.70	43.48	30.43	10.87	100
2	Writing essays in the English language	8.70	17.39	41.30	17.39	15.22	100
3	Writing informal texts like email and short texts on social media	6.52	15.22	47.83	19.57	10.87	100
4	Writing a curriculum vitae in the English language	6.52	19.57	36.96	15.22	21.74	100
5	Writing experiences in the English language	2.17	28.26	43.48	19.57	6.52	100
6	Writing summary and abstract in the English language	4.35	36.96	30.43	19.57	8.70	100
7	Writing a critical essay in the English language	6.52	23.91	41.30	19.57	8.70	100
8	Providing presentation slides in the English language	2.17	28.26	34.78	13.04	21.74	100
9	Writing a business letter in the English language	2.17	26.09	30.43	8.70	32.61	100

10	Writing research articles in the English language	6.52	15.22	47.83	8.70	21.74	100
Total score		52.17	219.57	397.83	171.74	158.70	1000
Mean score		5.22	21.96	39.78	17.17	15.87	100

Table 3 shows that most of the students are in the sometimes classification. Moreover, many students also state that they seldom and never practice their writing skills even though a few of them are in the always and usually classification. This is also a big problem because the data portrays that more than 50 % of students are in the always and usually classification.

Table 4. The mastery level of writing skill

No	Writing	Level of Mastery (Percentage %)					Total (%)
		VG	G	F	P	VP	
1	Making notes in the class in the English language	6.52	17.39	50.00	26.09	0.00	100
2	Writing essays in the English language	6.52	15.22	52.17	19.57	6.52	100
3	Writing informal texts like email and short texts on social media	2.17	21.74	54.35	15.22	6.52	100
4	Writing a curriculum vitae in the English language	4.35	26.09	43.48	15.22	10.87	100
5	Writing experiences in the English language	2.17	17.39	54.35	17.39	8.70	100
6	Writing summary and abstract in the English language	6.52	17.39	50.00	21.74	4.35	100
7	Writing a critical essay in the English language	4.35	19.57	45.65	23.91	6.52	100
8	Providing presentation slides in the English language	6.52	15.22	45.65	23.91	8.70	100
9	Writing a business letter in the English language	6.52	13.04	45.65	19.57	15.22	100
10	Writing research articles in the English language	8.70	13.04	45.65	19.57	13.04	100
Mean score		54.35	176.09	486.96	202.17	80.43	1000
Total score		5.43	17.61	48.70	20.22	8.04	100

Table 4 shows that most of the students have fair and poor writing abilities. It is proved by the data that most students state that they have a fair, poor, and very poor classification. They still need improvement in the form of making notes, writing essays, writing informal texts (e.g. email and short text in social media), writing a curriculum vitae, writing experiences, writing a summary and abstracts, writing critical essays, providing presentation slides, writing a business letter, and writing a research article.

Table 5. The importance of writing skill

No	Writing	The Importance (Percentage %)					Total (%)
		VI	I	O	U	VU	
1	Making notes in the class in the English	17.39	41.30	32.61	6.52	2.17	100

language							
2	Writing essays in the English language	15.22	41.30	41.30	2.17	0.00	100
3	Writing informal texts like email and short texts on social media	15.22	41.30	32.61	10.87	0.00	100
4	Writing a Curriculum vitae in the English language	13.04	47.83	28.26	8.70	2.17	100
5	Writing Experiences in the English language	15.22	41.30	32.61	8.70	2.17	100
6	Writing summary and abstract in the English language	10.87	39.13	39.13	8.70	2.17	100
7	Writing a critical essay in the English language	6.52	41.30	39.13	8.70	4.35	100
8	Providing presentation slides in the English language	13.04	43.48	30.43	6.52	6.52	100
9	Writing a business letter in the English language	10.87	43.48	41.30	0.00	4.35	100
10	Writing research articles in the English language	15.22	56.52	21.74	4.35	2.17	100
Mean score		132.61	436.96	339.13	65.22	26.09	1000
Total score		13.26	43.70	33.91	6.52	2.61	100

Table 5 shows that most of the students state that writing skill is important. Besides, the perspective of writing skill is ordinary, unimportant, and very unimportant still exists in the data. This shows that many students still think that writing skill is not important to be studied. Therefore, the material will be designed attractively so that the students will know how important writing skill is. On the other hand, the writing material will be empowered because most of the students are also stating that writing skill is important. It indicates that students very need this skill.

2. Discussion

An English language lecturer at Universitas Muhammadiyah Parepare taught the students English for Specific Purpose (ESP) materials. She adopted materials from YouTube and then composed them in English materials. The teaching model implemented in her classroom was students centered on learning where the students were more active in looking for information and conducting some tasks. The teaching strategies implemented in the ESP classroom were separating the task into two main categories. Firstly, the lecturer instructed the students at the half beginning of the lecture to conduct assignments in a group. Lastly, the lecturer instructed the students in the half the last meeting of the lecture to conduct assignments individually. This strategy was to build students' corporation among their friends and make them easy to complete the task because they are in a group. Then, at the half meeting of the lecture, the lecturer instructed the students to work individually to stimulate their ability after passing some task in a group. In this case, they already have basic knowledge about what to do.

Most of the research samples have a very basic knowledge of the English language. Their ability in writing skills in English is categorized as fair. While most of them realize that it is a very important skill to be developed to support their carrier in the future. Most of the students agreed that writing skill is important to study. It is in line with the importance of English writing skills stated by some experts. According to Javed et. al (2013), writing skill is more complicated than that other language skills. They also add that even sometimes a native speaker of the

English language may experience complications in a tricky situation. According to Ratnah (2018), writing has an important role when learners want to deliver a message to a reader for a purpose, through writing, the learner can explain things, and as a result, a reader can get information by reading the written messages. It is because writing is a productive writing skill where it is considered a cognitive challenge. After all, it helps to assess language competency, recalling capability, and thinking ability (Javed et.al, 2013).

In terms of materials, most of the students prefer to choose some materials to be taught in their classroom. They are making notes in class, writing essays, writing informal texts like email and short text on social media, writing a curriculum vitae, writing experiences, writing a summary and abstract, writing a critical essay, providing presentation slides, writing a business letter, and writing a research article in the English language.

In determining the suitable materials viewed by the principles, therefore, the suitable materials for biology students should often present repetitive vocabularies, allow the students to be able to understand and focus on learning, use common features of the Biology department, present useful materials, skills, and strategies, have sequence materials, allow using the students' knowledge, have order materials from easy to difficult. Besides, if it is viewed from content and sequencing, the materials should give the students interest, and should be balanced between inputs that focus on meaning, language-focused learning, outputs focused on meaning, and fluency activities. The last is materials viewed from monitoring and assessment. There are some considerations that the researcher considered when developing the materials. They are teaching conditions, time, available resources, and feedback. These characteristics materials are also supported by the statement of (Nation and Macalister, 2010) in their questionnaire of content and sequencing, format and presentation, and monitoring and assessment.

E. Conclusion

Students' needs in English writing materials to be taught in their classroom are making notes in class, writing essays, writing informal texts like email and short text on social media, writing a curriculum vitae, writing experiences, writing a summary and abstract in the English language, writing a critical essay, providing presentation slide, writing a business letter, and writing a research article in the English language.

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