

The Needs of English Writing Materials: A Perspective from General Program of Senior High School

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Abstract—One of the crucial aspects in English language teaching is concerned with so called English language teaching or ELT materials. Since English language is one of international languages, Indonesian government has included English language into the educational curriculum. The aims of this study are (1) to identify students' target needs, and (2) to identify students' learning needs of students grade XI in SMA PGRI 1 Ngawi. This research is included as a survey methodology study. The subjects are senior high school students of SMA PGRI 1 Ngawi grade XI from general program and the English teacher who teach English language. Finally, this study found that (1) the target needs of students are necessities, wants, and lacks, and (2) the learning needs of students are teacher's role and students' role during the learning and teaching process.

Keywords—ELT, writing materials, need analysis

I. INTRODUCTION

One crucial aspect of an English language teaching course design concerned with aspects in teaching and learning which is called curriculum. It consists of syllabus, lesson plan, and teaching and learning materials. Those all are used in educational institution such as schools. Indonesian government has included English language into the educational curriculum because nowadays English language has become one of International languages used to communicate and share information in global competition systems such as in economic, government, health, and so on.

One curriculum used in Indonesia is The School Based Curriculum or commonly known as Kurikulum Tingkat Satuan Pendidikan (KTSP). It has the rule that students have to complete the components of four English skills in order to mastery the English language to communicate in such literacy level. When the students are having conversation with others, they are speaking besides listening in the same time. When the students are having class and listening to the teachers in the class they may take note. In some cases, students are possible to be more competent in one skill than other three. According to BNSP [1] that in teaching, teachers will need to address each of these skills and whenever possible, teachers should utilize the activities that are integrated to all four skills and those four skills are listening, speaking, reading, and writing. To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a

conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. To have complete mastery of the language, individuals must be competent in these four skills. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another.

Writing skill is an important part in communication and good writing allow people to communicate their message in clear, detail, and ease ways. The communication through

writing has big influences in communication because it is able to take place to far larger distances audiences than face-to-face or telephone conversations.

Brown [2] stated that “human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviour”. No one is born expert in writing, because writing is a process just like swimming which is needed into exercises and processes.

Generally, writing according to Harmer [3] is a process that has five main steps namely planning or prewriting, drafting, revising, editing, and publishing. Learning writing indeed takes more time in order to accomplish the learning activities, and then a sufficient time allotment for writing is needed in order to complete students’ writing processes. In the other word, writing is important for students to master.

Students should understand what topics and what kinds of text types they are going to write. Those, they are kinds of text types taught in Senior High School such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Thus, the text types that students of grade XI should learn in first semester are narrative, report, and analytical exposition while in second semester are narrative, spoof, and hortatory exposition. Further, narrative text is taught in every grade and semester.

The need analysis for students is conducted to know students’ target and learning needs. According to Grave, need analysis is a systematic process to collect the students’ data from both needs and choices [4]. Further, Hutchinson and Waters divided needs into two types, both are target needs and learning needs [5]. Those, Nation and Macalister declared that the target needs focused on the need of students in the target situation [6] while learning needs focused on activities that students need to do in learning process, declared Nunan [7]. The target needs consisted of necessities, lacks, and wants of students while in learning needs consisted of input, procedure, setting, students’ role and teacher’s role.

Based on the interview and questionnaire that were done by the researcher explained that there are some problems regarded to writing skill. The first was that the English teacher of grade XI in SMA PGRI 1 Ngawi has few materials which cannot accommodate well in improving writing skills. The second was that students of grade XI are confused how to begin writing the text and arrange them into the paragraph. And the last was that students of grade XI lack in comprehending grammar and vocabulary. BNSP [8] decided making students pass the final examination if they could complete the three regulations in which one of them is that students have to use language well and communicative agreed with their development levels.

Those all reasons above made the researcher decided to conduct the need analysis. The need analysis result helps teachers to know students’ need, lack, and necessities in which the result will help the process of teaching learning writing for students grade XI SMA PGRI 1 Ngawi.

The rest of this paper is organized as follow: Section II describes proposed research method of this work. Section III presents the obtained results and following by discussion in section IV. Finally, Section V concludes this work and highlights future work.

II. METHOD

This research is included as a survey methodology study which gives any treatment to respondent by collecting data using instruments such as questionnaire, tests, interview, etc [9]. This research was conducted in SMA PGRI 1 Ngawi to all students of grade XI which consisted of 84 students in total and one English teacher. The instruments used were questionnaire for students and interview for English teacher. The questionnaire was a multiple choice and consisted of 15 questions. While the interview for teacher consisted of 10 questions. Both instruments were aimed to know the students’ need, lack, and their necessities. The highest percentage from the questionnaire result became the students’ needs. While the interview result then transcribed, concluded, and analysed.

III. RESULTS

After the researcher analysed the data of questionnaire and interview of the need analysis, the researcher found the target needs related to students’ necessities, lacks, and wants. The necessities consisted of students’ goals in learning English language and especially in learning English writing. The highest percentage was 48% which said that the aim of learning English language is to communicate better in writing English. While 52% notion of students goals said that the aim of learning English writing to be able in writing and understand the generic structure and English features.

The wants consisted of the text type and materials context that students want. The text type that students want consisted of 72% notion said that the essay texts they want are narrative, recount, descriptive, etc. While the materials context which consisted of 60% said that they prefer the context of Indonesia or national context.

Then in lacks questions consisted of students’ level in writing and their difficulties in writing. Two highest notions in level of students’ ability in writing were 46% intermediate and 44% beginner. Then their difficulties in writing consisted of two equal notion 34%, one side told that students difficulties to create pattern of words structure in English proficiency and other side told that their difficulties to connect the main idea, supporting idea, new information, and example in written texts.

The researcher also found the learning needs related to the roles of both students and teacher. The role of teacher should evaluate students by giving suggestions, corrections, and comments and giving feedback for all students’ exercises in writing English, this consisted of 41% notion. While the students role should actively participate in discussion and sharing opinions with the teacher and other students with high percentage it is 47% notion.

IV. DISCUSSION

In necessities, they were two questions. First question was about the students’ goal in learning English, while the second question was about the students’ goal in learning writing English. The first question that students’ goal in learning English was to communicate better in writing English. While their goal in learning writing English is to be able in writing and understand the generic structure and English features in some text such as narrative texts, recount text, etc. Thus, this goal was relevant to what Nunan [6] declared that the purpose of necessities is to find out what students’ needs in future.

English language as a global language will be used for students after they graduated from school whether in university or in the job field.

In wants there were two questions, the first was the text type and the second was the materials context that students prefer to learn. The texts they prefer was essay texts such as advertisements, memos, announcement, etc. The materials context that they prefer the most was the materials which consist of national context or about Indonesia. Nation and Macalister [6] told that students are free to choose what they prefer the most to be included in the teaching and learning materials.

In lacks there were two questions, the first was the students' level in writing ability and the second was the students' difficulties in writing. The first was the students' level that two highest scores told that students' level in writing were in level of intermediate and beginner. This means that they are not that good enough in writing skill and they need to learn more about writing. The second question was the students' difficulties in writing. The two scores were equal which the first side told that they were difficult in creating the pattern of words structure in English appropriately and the other side told that they were difficult in connecting the main idea, supporting idea, new information, and example in written texts. To find out what students have not learned yet is suit to Nation and Macalister [6].

The researcher also found the learning needs related to the roles of both students and teacher. The role of teacher that students prefer is that English language teacher should evaluate them by giving suggestions, corrections, and comments and giving feedback for all students' exercises in writing English in order to make students understand where they made the mistake so that they could correct them exactly. According to Hutchinson and Waters in [7] that these activities might help students find out what students want to do during the process of learning. While the students' role that students want is that they should actively participate in discussion and sharing opinions with the teacher and other students. According to Hutchinson and Waters in [7] that these activities might help students learn easier by the role of teacher during the teaching and learning process.

V. CONCLUSION AND FUTURE WORK

This paper has presented the needs of English writing materials as a perspective from general program of senior high school. This study has founded that (1) the target needs of students are necessities, wants, and lacks, and (2) the learning needs of students are teacher's role and students' role during the learning and teaching process.

The finding of this study is hopefully could help future researcher who would develop the suitable materials to students in order to make them easier and helpful in learning English language especially in writing.

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