Need Analysis for English Writing Syllabus Development

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Abstract
This study aims to identify the students' needs in learning English writing in promoting syllabus development of writing skills. This research was a qualitative descriptive research. The subjects of this research were 45 students of the fifth semester of non-English Study Program, analyst department of Jayapura Sciences and Technology University. The data were collected using a questionnaire with the media of virtual meeting and what's up Group. The analysis of data based on the theoretical framework that revealed in every detailed questions. The results found that students target of studying English writing are for their future profession and for their higher education. They want enjoying a Writing practice for activities at the classroom together with their pair or group. The students assumed for the role of teacher as a facilitator and guide in the teaching learning activities. Students also enjoy conducting writing by using media such as picture. Beside that they do not like to learn grammar directly but they like to learn by recognizing the error of sentence and completing the missing text.
Keywords: Need Analysis, Target Need, learning need, Writing, Syllabus development

Abstrak
Penelitian ini bertujuan untuk mengidentifikasi kebutuhan siswa dalam belajar menulis bahasa Inggris dalam mempromosikan pengembangan silabus keterampilan menulis. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah 45 mahasiswa semester lima program studi non Bahasa Inggris jurusan analis Universitas Sains dan Teknologi Jayapura. Pengumpulan data dilakukan dengan menggunakan kuesioner dengan media virtual meeting dan whats up Group. Analisis data didasarkan pada kerangka teoritis yang terungkap dalam setiap detail pertanyaan. Hasil penelitian menemukan bahwa target siswa belajar menulis bahasa Inggris adalah untuk profesi masa depan mereka dan untuk pendidikan tinggi mereka. Mereka ingin menikmati latihan Menulis untuk kegiatan di kelas bersama dengan pasangan atau kelompoknya. Siswa berperan sebagai guru sebagai fasilitator dan pembimbing dalam kegiatan belajar mengajar. Siswa juga senang menulis dengan menggunakan media seperti gambar. Selain itu mereka tidak suka belajar tata bahasa secara langsung tetapi mereka suka belajar dengan mengenali kesalahan kalimat dan melengkapi teks yang hilang.
Kata Kunci: Analisis Kebutuhan, Target Need, Kebutuhan Belajar, Menulis, Pengembangan Silabus

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INTRODUCTION

The courses taught in the Non-English study program are focused on developing skills in understanding material that is relevant to the context of the study program. The language that is taught with the aim to fulfill the needs of students in accordance with their respective fields of study is known as English for Specific Purposes (ESP). The presence of English in non-English study programs is considered a necessity that must be passed because it is arranged in the national education curriculum. This kind of perception has diminished students' interest in learning English efficiently. This is a negative response that is inversely proportional to expectations and expected outcomes.

In order to improve student achievement in learning English, interests and needs will be juxtaposed together. The basic need will build student interest in learning English because the

presentation of the material has been adjusted to the needs of students so that the position of English is not an additional or mandatory subject but is one of the main courses based on language competence that presents teaching materials that are relative to their major. Therefore, the lecturers of ESP are forced to develop the syllabus and learning material that is interesting and able to fulfill the need and necessity of the students, but in fact most of the lecturer in Indonesia are face the difficulties in develop the syllabus and learning material. This problem also occurs in University of Science and Technology of Jayapura especially in Department of health analyst.

Writing is one of basic skills in language. It is part of productive skills, the skill that create and produce text in written form. The text then is formulated with the form of acceptance rule. Writing is one of important language skills in learning English. It is always embodied in every topic of discussion in learning English. It has target that forces the learners to write text grammatically from simple sentence to long discourse. It also requires the learners to write text either cohesively or coherently. Unfortunately, making learners write grammatically, cohesively and coherently is not light job for lecturer to do. The lecturer must prepare good step to teach them. One of the helpful ways to teach them is planning syllabus based on the students' needs. Before designing syllabus, deciding learning material, and learning strategies, first of all the lecturer must analyze the learners' needs. Yana, D (2016) stated that with need analysis teacher can have information about what students want to learn. Moreover, the teacher can determine learning objective and decide syllabus that cover material, suitable strategy, and valid evaluation. The most important for all of these is how syllabus is designed that make learners English write text grammatically, cohesively and coherently.

METHODS

Research Design

This research was categorized into qualitative method. It was qualitative method as it tried to investigate every detailed questions. Then promoted the contextual material, strategy and activity of assessment in curriculum in order to force students learn naturally. This step was callled the ordering procedure. It means that the problems will be solved based on the theoretical framework and then derived and discussed briefly in to the formulation of research question. (Seliger & Shohamy 1989).

Respondents

This study needed health analyst students of Sciences and Technology University. The respondents were 48 of fifth year academic study. The reason to choose this level academic year because in their curricula listed English clinic as main subject. It needed English for special purposes to guide them success in understanding English.

Technique of Data Collection

Due to pandemic of Corana virus, the students cannot be grouped in a large class. The data was collected by two procedures. They were virtual meeting and media group what's up. In virtual meeting, the students will be introduced the purpose of this research and the benefit for future

department. Then, they were given explanation how to fill the questioner sheet. In media group what's up, the students were delivered the file of questioner and then the result also were sent back to this group. In answering the questioner students were asked to answer several questions related to target, want, their lack of learning of writing skill by choosing one or more options provided, however they might be allowed to give or write additional answer related to the questions.

Technique of Data Analysis

After obtaining data in form of questioner, the data then was analyzed by using procedures such follows; firstly, the data put in table to determine target, want, and lack of writing skill. The table were filled with percent to determine the efficiency way of conducting learning writing skill. Moreover, this step would give consideration of contextual strategy that appropriate as well strategy to learn writing skill. The analysis must be based on detailed question of questioners such as 1. the present and future domains of language use and thus reasons for studying English 2. The students' attitude towards the place and role of English in the school curriculum 3. Learning preferences of language skills 4. Preferred learning styles and strategies 5. Patterns of learner to learn interaction 6. Role relationship 7. Preference for teaching activities. 8. Preference of learning stimulation of material in writing text and grammar.

Need analysis

Need is something crucial for further goal. An analogy of a baby needs porridge but his parents give him hard rice. If it were happened the parents do not understand baby's need while the baby does not consume the feed. Hence the goal is not achieved successfully. In learning process, especially in English, a teacher is recommended to understand what the students want and need. Syllabus must be arranged based on the needs of students. Richards (2001) said that the need analysis is applied to collect information about learners' need. He added that in need analysis must include the activities, method, style of learners' preference, and commitment to teach and learn. For broader explanation, Hutchinson and Waters (in (in Nation and Macalister, 2010) divide needs into target needs and learning needs. The target needs include the learners needs for the target situation, what they have already known and wanted to know. While learning needs what they want to learn, how to learn and strategy that learners want. Another definition of need in relation to language teaching according to Hutchinson and Waters (1987) is the ability to comprehend linguistics features of the target situation. Basturkmen (2010) give definition of need analysis is in the range of identifying language skills that learners need. Hyland in Paltridge and Starfiel (2013) stated definition of need analysis relates to technique of collecting and assessing information that related to course design, applying strategy and modifying teaching and materials.

Need can be formulated as a teaching goals that can be categorized as a foundation for developing tests, materials, learning activities and evaluation technique (Brown, 1995). Needs analysis is a learning method that cannot be separated from learning materials and curriculum (Sari, Kuncoro & Erlangga, 2019). Need analysis is the core of ESP since it has characteristics that is differ

it from EGP, including situation, content and the target of learning (Nimasari, 2018). Furthermore, Akyel & Ozek (2010) state that, "need analysis/assessment is a potential and valuable information source in designing curricula for health professionals based on learners' need. Need analysis is a tool to design the course, therefore it is implying a language training situation with specific occupational or educational purposes so it is a homogenous group of learners (Hawkey, 1980). Next, Pushpanathan (2013) state that needs analysis able to provide an insight into the beliefs, opinions, and views of the students and teachers and it is able to help in making a language program more relevant to the learners' need.

The function of needs analysis is to make material distributed equally and easy consumed the learners. Haque (2014) stated clearly that the function of Needs Analysis is to reduce or even eliminate any gap among learners, teachers, and teaching materials. In line with Otila (2015) need analysis consist of two key points, namely assessing communicative needs from the learners and then achieving suitable or objective teaching technique. For all these, the need analysis has one function is to gather objective information and then give valuable feedback to reach the goal in learning English. As cited in Richard by Puspitasri (2013) and Sukarni (2016), they said that need analysis is procedure used to gather information that relates to concerning learners need. They also added that target and learning needs have to be identified first before carrying out analysis. For further classification of need analysis Hutchinson and Waters (as cited in Nuryanto, 2018) classify the needs into target needs (what learners need to be able to communicate in the target situation) and learning needs (what learners need to learn). The target needs are further divided into: 1) Necessities: what language aspects are needed by the learners to reach the target effectively. 2) Lacks: what learners have not mastered. 3) Wants: what learners want to learn.

Surbakti (2015) conducted research and tried to find out target needs, learning needs, and development at the teaching Arabic language syllabus. He stated that in learning needs students were interested on topic of religion. In order to achieve the goal, students needed media such as picture illustration to help them understand the material. The activities that students like were group work and individual. Hidayat (2018), research in field of airline staff program, tried to investigate the students' need and the in what extent of existing syllabus appropriate to the student's needs. In his research showed that speaking was the most priority skill for students. He also added that the existing syllabus must be upgraded due to the context of need and developing a communicative syllabus. Another researcher, in line with above research, was Nunun Indrasari (2016). She conducted research and tried to find out the difficulties faced by student in IAIN Raden Intan Lampung. She also revealed the need of ESP in class. She stated that the problem commonly faced by the students was grammar/writing while they wanted to learn speaking as aspect of very needed material. In analyzing needs and difficulties in informatics students, karmilasari & *et.al* analyzed aims to learn English, aspect of English wanted to learn and purpose to learn English skills for informatics students. They found that the aim to learn English for students was for need for finding job. They also found that aspect that

students want to learn was reading. Moreover grammar, insufficient vocabulary was the difficult aspect for students to write in English.

Writing Skills

There are two types of language skills. They are skills that receive and produce text. In Ampa, and Quraisy (2018) explained that there There are two categories of language skills. They are receptive skills and productive skills. Receptive skills are the skills that the users of language have to understand the message being heard and read. While, the productive skills are language that is produced through spoken and written text. It is part of language skill that produce message and idea in written form. It has meaningful text and written in govern of language. Then Writing is an art. The art to design idea or massage.

There are many ways to improve writing skill. The improvement of skill has different style for different individual or group of learners. The teachers cannot force one or unify strategy to different group of learners. Context of situation, place, and mood probably make it different suitable to used. Hartono & et al (2018) conducted research for lecturers' non-English study to write in international scientific journal. He tried to investigate the interest of lecturer in writing English. He found that non-English lecturers are interested in improving writing skill. The respondent showed attitude that there was no relation between not being able to write English paper and performance in lecturing. They also convinced that writing skills as writing sentences and paragraphs, making paraphrases, writing good introductions, body, and conclusion are necessary to be studied. Yi (2009) conducted research in exploring the definitions of writing ability according to three approaches to the teaching of writing (product-based, process-based and reader/genre-based) and examining whether English teachers at high school level in Korea have established. The result showed that there were various definitions of writing ability from widely accepted pedagogical approaches and there is no single, commonly accepted definition of writing ability among teachers and/or researchers of writing.

Syllabus

Syllabus is a great line in conducting learning process. It contains focus of material, instruction, assessment, and evaluation. According to Brown (1995) the syllabus included what would be studied, and how the material or content selected and ordered. Richard (2001) explained that syllabus is any types of instruction of specification of content about what be taught and learned. In line with Yalden, 1987 (in Sabbah 2018) had definition about syllabus as plan for any part of curriculum. He also added that the syllabus should be contextually. Candling (1984) stated that syllabus was the relation between what being taught and learned. Then, how syllabus differ with curriculum but it part of curriculum. The curriculum was the big plate. It contains course planning, materials/methods, and course evaluation (Nunan, 1988). While syllabus is ordering method of curriculum that arranged contextually. Syllabus is planning of teaching learning process learning goal, learning materials, learning activities, teaching strategies and assessment.

RESULTS AND DISCUSSION

Results

In part identified the detailed question about the need of students and then promoting the finding into syllabus design.

Table 1. The Reason for Studying English Writing

No	Question	Option of the answer		N	Students answer	%
1	Why do you need to study English writing?	a.	To get higher education	45	8	18
		b.	To get success for future profession		28	62
		c.	To write English well		9	20
		d.	Others		0	0

Question number one was to know the students' reason of studying English writing. Based on the data in Table 1 above, the distribution of choiceness would be 18 % of the students consider to get higher education; 62% consider to get success for future profession; and 20 % of them consider to write English well.

Table 2. Future Use of English

No	Questions	Option of the answer		N	Students answer	%
2	In future I shall be using English for…	a.	To get higher education	45	8	18
		b.	Job/career		29	64
		c.	Socializing		8	18
		d.	Others…		0	0

Questions number two showed that the future English writing use of the students 64 % of them English will be used for seeking job or developing career, 18 % for both socializing and higher education.

Table. 3. The level of English Writing Skill

No	Question	Option of the answer		N	Students answer	%
3	What is the level of your English writing skill	a.	Do not know	45	1	2
		b.	Beginner		38	84
		c.	Intermediate		6	14
		d.	Advance		0	0

Question number 3 was to know the level of English writing skill, the students had 84% in beginner, 14% in intermediate, and 2% do not understand of their level.

Table 4. Students' Level for Academic Performance

No	Question	Option of the answer		N	Students answer	%
4	Do you think if a student's level of English not good it can have….	a.	A good effect on his academic performance	45	2	4
		b.	A bad effect on his academic performance		40	89
		c.	No effect at all on his performance		3	7

Question number four is to find out the possible role of English in the present academic and future life of the students. The result shows that if had bad English proficiency resulted a bad effect on academic performance (89%). While the choice of no straight effect 7 %); and only 4% determine has a good effect.

Table. 5. Students Preferred learning styles

No	Question	Option of the answer	N	Students answer	%
5	What kind of writing class do you like?	a. A class with lot of activities b. Pairs/group and project c. Teaching only by teacher	45	15 25 5	33 56 11

Question number five asked about the students' preference of writing class activities. It can be seen from the table 5 that 56% of the students prefer to have a class with pairs/group a project; 33% wanted to learn writing with busy class and 11% of students wanted teacher as center of delivering material.

Table 6. Preference for Doing Learning Activities

No	Question	Option of the answer	N	Students answer	%
6	How do you prefer to do learning activities?	a. Work together with students in a class b. Preference for working in pairs or groups c. Preference working alone	45	0 25 20	0 56 44

Questions number six revealed that the student's preference of learning activities in the classroom. It was noted that 56% of the students preferred to do the activities in pairs or group. The rest of them with 44% preferred for working alone.

Table 7. Preference for Role Lecturer

No	Question	Option of the answer	N	Students answer	%
7	what kind of role do you like your lecturer to have?	a. As facilitator and guide b. Traditional role (controlling activities in class)	45	40 5	89 11

Question number seven investigated the rule of lecturer in class. students would like the lecturer as a facilitator and guide for them, the percent for this choice was 89%. The rest student with 11% would like their lecturer controlling class and drive the class with his/her own style.

Table 8. Preference of Learning Need in Writing

No	Question	Option of the answer	N	Students answer	%
8	In writing class, how is the model of material do you like most?	a. Complete the text with media of picture b. Complete the text random text c. Complete the text with learning grammar first d. Complete the text with teacher help	45	30 5 8 2	67 11 18 4

Question number eight displayed the example of writing model in class. Students tended to learn writing skill with illustration of media picture, it was chosen by students with 67%. Others students with 18% wanted to learn writing with model of completing text by learning grammar. Whole 11% of students chosen writing class with completing text by random text. Only few of students, 4%, need help teacher in completing text when learning writing class.

Table 9. Preference in Learning Grammar as process of writing

No	Question	Option of the answer	N	Students answer	%
9	What is the model of learning grammar do you like most?	a. Learning tenses b. Learning sentence by recognizing the error c. Completing sentence with suitable answer d. Others …	45	0 37 8 0	0 82 18 0

Question number nine tried to give little description of students' interest in learning grammar. Students liked to study grammar by recognizing the error of the text, this choice was selected with 82%. 18% of students chosen completing text when studying grammar.

Discussion

Flash back to the definition of need analysis according to (Hutchinson & Waters) that the function of need analysis was to gather information about target of situation. The nine questions above shows the concrete information about target need and learning needs of students of health analyst of Jayapura sciences and technology University. Majority of students had target studying writing skills for seeking job or even for future profession and also students targeted writing English skill for higher education and write English well if they were work after graduating. It is expected that a lecturer can consider those expectations of their future as learning objective in developing a syllabus of English writing course.

In learning process, students want use and apply model of learning with in pairs or group. Beside that student also need working alone. Some students feel happy to learn when they are alone and some have open minded when conducting discussion in group or in pairs with lot of activities in a

class as well. Toward the role of lecturer, the students expected that the lecturer can be as guide, facilitator and the friends of students in learning writing course. Facilitator means the lecturer are able to facilitate students when they try to improve their concentration, solve the weakness, and starting point for student to begin learning writing course. For all of these, a lecturer can plan those noted as the main learning activities of writing course syllabus development.

The activities to learn, the students give the little bit description about how the model of learning writing course needed. They did not want to learn tenses directly, they wanted to learn model of recognizing the error of the text and completing the suitable text. Both of these models are similar with questions of structure and written expression in TOEFL. The students also revealed that through the media of picture illustration can improve their imagination to write text. These activities also can be good consideration to change the old manner about how to teach grammar.

The data of needs analysis for the students' preference in learning writing found as follows:

1. The students are studying English writing because they want to get success for future profession.
2. The students want English writing for the sake of seeking job/ profession and high education.
3. The students realize the level of their English ability is still beginner and they want to improve it appropriate strategy.
4. The students release that the effect of having bad English toward learning performance.
5. The students want that learning in group or with partner will be valuable beside that learning with lot of activity will be benefit and enjoyable to increase writing skill.
6. the students assume for the role of teacher as a facilitator and guide in the teaching learning activities.
7. The students want English writing material by completing text with illustration picture as mediation.
8. The student does not want to learn grammar directly but it can be manipulated with other strategies such as recognizing error sentence and completing missing sentence.

All of these are the note and information to develop syllabus in writing English course for students of analyst of USTJ fifth academic year. the lecturers are suggested to develop the writing course syllabus based on the students' needs.

CONCLUSSION

The need analysis as first way to gather information and understand the wants of students. It tries to give new atmosphere in learning situation. The teacher and lecture have already known the real consumption of his students before give them meals. The need analysis tried to change the old manner to new manner because every group of students have different way and strategy to learn. The finding of this research shows that the need of the students in using English. How the learning activities conducted in class, and the model of material and strategy that students like in improving writing skills. Those needs, activities, and strategy would be promoted in syllabus to be the content of

curriculum. Moreover, the need analysis bear from the detailed questions as prompt of frame to design syllabus to develop writing skill at students of analyst of health in Jayapuara Sciences and Technology Jayapura.

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