

ANALYZING THE NEEDS ON TEACHING WRITING MATERIALS IN PROMOTING 21st CENTURY SKILLS

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Abstract

Needs analysis plays an important role in developing writing materials and tools that help teachers design materials according to the target needs and learning needs of students. This case is a challenge for teachers to develop writing materials to achieve learning targets according to 21 century skills. Thus the learning system applied by teachers in the 21st century will affect student achievement and learning styles. The purpose of this research was to analyze the types of students' target and learning needs for the development of writing materials in promoting 21st century skills. According to Hutchinson and Waters (1987, pp. 55-56) target needs include: necessities, lacks, and wants. While learning needs includes: input, procedure, setting, and learners' role. This research took an English teacher and some eleventh grade students at MAN 3 Cirebon. This research was conducted by using qualitative studies through case study design. Data collection of this research was interviews and document analysis. The data were analyzed, interpreted, and represented by researchers' view. This research described how the targets and learning needs of students in teaching and learning to write in the 21st century.

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INTRODUCTION

Needs analysis lead writing materials to devise student's need. It is important to conduct research on needs analysis in writing materials to find out the needs of students. Needs analysis certainly help writers to have an outline of principled approaches to developing materials (Hariyadi & Yanti, 2019, p. 96). According to Eslami, teachers can collect data to describe students' goals in learning

languages, linguistic sources, behavioural demands, and preferred teaching / learning strategies, while students are more active because material design is based on their target needs and learning needs (as cited in Menggo et al, 2019, p. 740). Previous research by Sumarsono *et al* (2017) explained that the analysis of needs in writing material includes writing strategies, student proficiency levels, and writing sub-skills (vocabulary, grmmar, generic structure, *etc.*). Data is retrieved

using new needs in needs analysis such as: needs, shortcomings, and wants. In addition, researchers can describe the procedures for analyzing student needs in written material.

Needs analysis is one of the right approaches to find out the needs of students in the learning process, especially learning English. Needs analysis is important in order to know the methods, objectives, and learning processes that suit student needs. In an educational setting, a learners' needs analysis can help students to identify where they are in terms of their knowledge, skills and competences, versus where they wish to be and their learning goals (Oktarin et al, 2019, p. 15). Meanwhile, according to Hariyadi & Yanti, needs analysis may greatly help researchers to have an outline of principled approaches to developing ELT materials (2019, p. 96). Meanwhile, there are several ways in conducting needs analysis. According to Hutchinson and Waters (1987, pp. 55-56) includes: target and learning needs.

Regarding 21st century skills, many articles develop previous research according to the skills that must be possessed in the 21st century. The 21st century involves all activities using

technology, including in the world of education. In the 21st century teaching and learning processes must comply with 4C's concepts, namely: critical thinking, collaborative, communicative and creativity (Julinar, 2018). This will change the ecosystem of teaching and learning activities in the world of education. In the 21st century, it has become a special challenge for teachers in teaching a material. The teaching and learning process activities are certainly different from usual. In the 21st century, teachers are urged to be able to use technology to support learning. An article show that achieves educational goals in this age is formed by the increasingly powerful technology we have to communicate, collaborate and learn; of course learning becomes an important role in life (Trilling & Fadel, 2009, p. 16).

In addition, in promoting 21st century skills in teaching and learning writing materials needs attention. In this case, it is a challenge for teachers to develop writing material to achieve learning targets according to 21st century skills. Therefore, a needs analysis of teachers and students must be carried out. The teaching and learning process of writing not only involves teachers and

students, but students' abilities also need attention. Thus the learning system implemented by teachers in the 21st century will affect the process of students' target and learning needs.

Based on discussion above, investigating of students' target and learning needs in promoting 21st century skills in teaching writing materials are important. This will give new information to teachers and learners related to these materials. As English teacher, the teacher has to solve those problems by using some strategy in the learning activities especially in writing to make student more interest to express their idea by using English. The teacher also has to consider the appropriate approach for implementing 21st century skills in their learning. Therefore in practice the teaching and writing will be more interesting and creative. In addition, in line with the background of this study, the researcher interested to identify teaching writing materials in promoting 21st century skill at MAN 3 Kabupaten Cirebon in teaching and learning writing. This research is conducted in qualitative study through interview, and document analysis of lesson plan and writing products.

METHOD

The approach of this research is a qualitative method. The data is analysed by using a case study. Seeing the needs of this research, case study is a suitable research design for use. A case study is a research design that describes a specific object. Furthermore, case study describes a case (positive or negative) specifically and it is associated with who, when, or where (Cresswell, 2003, p. 17). The data collections of this research used interview and document analysis.

Participants

The participants of this research was two students and an English teacher of eleventh grade students of Language class. The research was conducted in MAN 3 Kabupaten Cirebon. The researcher chooses eleventh grade students to know their target needs on writing materials. Then, the interview about students' learning needs on writing materials was delivered to the teacher.

Instruments

The instrument used in conducting interviews in this study was the semi-structured interview. The interviews are given to the English teacher and two

students of XI Bahasa. In order to know target needs and learning needs on writing materials. Interview for students consist of three types, includes: necessities, lack, and wants. While for the teacher consist of four types, includes: input, procedure, setting, and learners' role. The researcher conducted an interview intimately by looking at some of the questions that have been provided. Then the researcher explored the questions as needed.

Data Analysis

The researcher writes clearly the technique and instrument of collecting the data. Here, researcher also would like to write some points after data obtained and what has the researcher did to investigate the case. This stage will be supported with relevant source. Siyoto (2015) described that data analysis on qualitative includes: data reduction, presentation of data, and conclusion or verification.

RESULTS AND DISCUSSIONS

This section discusses a case study research and analysis of each aspect of the needs analysis. A summary of the needs analysis can be seen in the following table.

Tabel 1. Summary of Needs Analysis

Aspects		The Purpose of Question
Target Needs (Hutchinson and Waters, 1987, pp. 55-56)	Necessities	To find out students' necessities in mastering writing
	Lacks	To find out the learner's difficulties toward writing
	Wants	To find out the learners' needs for learning to write
Learning Needs (Nunan, 2004)	Input	To find out the inputs that students want the most
	Procedure	To find out the procedures in the writing process
	Setting	To find out the desired class setting of doing the tasks
	Learner's role	To find out the role of the learner in the learning process

Description of students' target needs

Based on the interview, target needs needed by students in learning writing includes: necessities, lacks and

wants. The results of interview can be understood by following explanation.

Necessities

The interview of necessities contained questions which related to the areas of text types in writing class, text types of writing assignment, needs of mastering writing and needs of understanding writing techniques. In brief, the response of the students lead to conclusion that the students in this study need mastering vocabulary, mastering coherence and cohesion and needs of material learning writing techniques.

Lacks

There are three items covered in the interview which intended to judge students' perspective on students lack in writing namely, ability to do writing assignment of writing class, ability to write in writing class, ability to write text type and difficulties participants have in writing. The data demonstrate that respondents had difficulties in determining the topic, putting the idea into writing, lack of vocabulary, lack of spelling, and lack of grammar knowledge.

Wants

There are five items covered in the interview which intended to judge students' perspective on students wants in writing, namely: aspects needed in

writing class, activities of learning in real life, learning material order, learning sources need, and text types need in writing class. In short, the results of the interview for the wants in target needs category in writing learning, explained that students need appropriate writing material to guide them in developing 21st century skills.

The introduction and application of 21st century skills in schools is expected to prepare students to be able to adjust to the work environment after graduating from school or university. Therefore Trilling and Fadel believe that education's role is preparing future workers and citizens to deal with the challenges of their times (2009). Furthermore, students want writing material that involves 21st century skills, to be a good guide for developing their skills, especially preparation for their future career. In this case, Trilling and Fadel (2009, p.45) presented eleven skills that must be possessed by students in this century. These are details below:

Communication and collaboration: writing learning activities both online and offline need to apply collaborative learning. In collaborative learning, students can discuss and convey their ideas, such as: determining topics,

conveying ideas, questions, and solutions related to assignments and learning to write. Communication and collaboration are highly valued in the workplace and public life (Joynes et al, 2019, p. 12; Trilling and Fadel, 2009, p. 45).

Critical thinking and problem solving: writing learning activities enable students to be able to use various thinking methods according to the situations they face in writing tasks and solve different kinds of non-familiar writing topics in innovative ways. Promoting critical thinking and problem solving in writing activities can be done in various ways. Erdogan suggests that to promote critical thinking in reading and writing skills, the teacher should create an atmosphere that is supported with speaking activities before and after (2019, p. 122).

Creativity and innovation: Integrating creativity and innovation in writing activities is expected so that learners can seek information related to current issues of writing in a new ways and develop new ideas to others creatively. Promoting creativity and innovation in writing activities or tasks can use the method of writing product with a free project, such as: writing an essay, or observing a place and creating the articles. Tin (2013) stated that activities like brainstorming, group

projects, rewriting, writing an essay, poem, ending a film/story in another way, drawing after listening by using imagination, using web tools for creating new products can be suggested and enriched for promoting creativity skills (as cited in Erdogan, 2019, p. 121).

Information literacy: writing classroom enables learners to access, evaluate, use, apply, and manage information, which is adjusted to their relevant writing issues effectively and efficiently. Information literacy makes it easy for students to do writing learning activities independently. This is especially useful in today's online learning situation. Bury, Craig, & Shujah (2017) argued that Information literacy (IL) facilitates undergraduate students to evaluate and contextualize information sources and promote students as knowledge creators and contributors in the academic dissemination (as cited in Menggo et al, 2019, p. 747).

Media literacy: students are able to analyze, create, and use media to help achieve their goals in learning writing. Promoting media literacy skills into writing activities, teacher can provide some media in accordance with writing material in order to stimulate students to be more creative.

ICT literacy: Promoting ICT literacy in writing classes may have been done by teachers and students without realizing it. ICT literacy skill promotes learners to be able to use relevant technologies in their learning process. Relevant technologies can be a social media, such as: YouTube, Instagram, Facebook, or other software applications that support the writing learning process. The use of ICT in the learning process can increase student motivation in learning. Hussain (2018) and Azmi (2017) believed that the use of ICT in the language classroom affects the increase of students' autonomous learning, motivation, and performance in EFL learning (as cited in Eryansyah et al, 2019, p. 446).

Flexibility and adaptability: this stimulates learners to be able to adapt various tasks, schedule and context. In writing activities, students are expected to be able to adapt various tasks, such as: construct a new idea into a topic, varied roles in schedules and context, be flexible to corporate feedback effectively, input, and understand n discussing a number of writing topics. Menggo et al (2019) stated that the understanding of flexibility and adaptability leads to success in the discussion, whereas a lack of these skills leads to stagnation and failure (p.747).

Initiative and self-direction: In this case, writing activities are designed to help students manage their goals and time in doing and practicing writing tasks or doing their own writing exercises. Self-direction is the ability of students to take initiative in finding, evaluating, and implementing strategies or goals that are suitable for learning. According to Briska and Dislere (2018) suggests that promoting self-direct learning can be done by seeking for associations between the personal traits of students' interests, needs, ego-conception, uniqueness and the specifics of the profession chosen, looking for and assessing. Alternatives and acting regardless of the hindering circumstances (p. 351).

Social and cross-cultural: Promoting social and cross-cultural skills in writing activities can be done by supporting students to interact or communicate with their peers. So that students understand and appreciate the opinions of their peers. For instance: knowing when it's appropriate to listen and when to speak, respond well to differences in ideas, and leverage social and cultural differences to create new ideas in writing task. Teachers can provide exercises related to cross-cultural materials through social media. Social media and other virtual

environments have the potential to play a role in terms of cultivating intellectual curiosity and advancing civic voice in conjunction with learning about people and cultures around the world (Tuzel and Hobbs, 2017, p.65).

Productivity and accountability: In writing activities, productivity and accountability can be applied by designing student material or activities that motivate students to manage, plan, prioritize writing projects. The teacher makes sure that the material is design so that students can work together positively and ethically. Roger & Johnson (1994) argued that cooperative learning can make students interact between individuals and interdependence of positive goals with individual accountability (as cited in Ghufon and Ermawati, 2018, p.658).

Leadership and responsibility: Writing material must be designed so that students are able to apply interpersonal and problem-solving skills, influence the ability of writing, and accomplish the writing task. Promoting the activities that make students believe in becoming leaders and responsible for their duties. Promoting leadership and responsiveness in writing activities can also be done with cooperative learning. Ghufon and

Ermawati, on their research showed that cooperative learning is good in making the students actively participate in the learning process and making the students responsible on their task (2018, p.669).

Description of students' learning needs

Based on the interview, the results of the learning needs were categorized into four types, namely: input, procedure, setting, and learner's role. The result of each learning needs can be better understood through the exploration below:

Input

The interview of input consists of questions which related to the areas of authentic material and media that support teaching. The results show that the material that is designed is in accordance with the learning objectives and can be easily understood by students. Although the media used is still limited, it is necessary for teachers to develop learning with creative and more effective media.

Procedure

There is one item covered in the interview of procedure item which intended to judge the kinds of writing activities that enable students to have writing skill. Based on these results, the entire learning process is adjusted to the

directions set by the syllabus. The material provided is delivered based on learning objectives. So, the process in learning writing is in accordance with the procedures in the syllabus.

Setting

The interview of setting contained questions which related to the areas of classroom setting in learning writing. The result indicates that the assignment system was adjusted according to the difficulty level of the task. However, in this case, learning in groups motivates students to do the task optimally and better. Thus, the results of student work are satisfactory.

Learners' Role

There is one item covered in the interview of students' role item which intended to judge the students' role in writing class. The result of interview shows that the role of students in writing learning has entered the stage of being a draft writer. Students are able to write the text being studied. However, students do not yet understand in detail the proper and correct writing system. Thus, it has limitations in correcting the writings of its friends.

In this case, students' learning needs which include input, procedure, setting, and learners' roles need to be

developed again by the teacher. Although in the process of learning writing has implemented several skills such as critical thinking and problem solving, communication and collaboration, creativity and innovation, the media used must support a learning system that trains these skills. Online learning media is a challenge that must be solved by the teacher. By the rapid development of technology, teachers should be able to apply all skills into writing material. Thus, students' learning needs run according to student needs.

In addition, teachers are familiar with the existing updates. Therefore, teachers can apply the right media to use, effective strategies to apply, and materials that are in accordance with the needs of students. Therefore, the development of teaching materials related to writing skills in the 21st century really needs to be done.

CONCLUSION

The current study examines a needs analyses regarding writing materials at senior high school. The researcher found that regarding target needs, the majority of students' needs in learning writing are complex knowledge of vocabulary and writing systems related to how to define topics, understanding cohesion and

coherence, and construct sentences into paragraphs. Furthermore, concerning to the learning needs, students chose to use authentic materials in good audio visual forms in online learning. Media in online learning needs to be developed and updated. However, the media used in offline learning is good enough, it's just that the use of ICT needs to be developed to make it more interesting. Based on the conclusion, it is highly recommended that there will be a model of teaching material of writing in the eleventh grade student which is appropriate with the students needs, characteristics, curriculum and purposes of MAN 3 Kabupaten Cirebon.

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