

**NEED ANALYSIS ON EFL STUDENTS OF ESSAY WRITING
COURSE AT IAIN PALANGKA RAYA**

THESIS



**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2018 M/1440 H**

**NEED ANALYSIS ON EFL STUDENTS OF ESSAY WRITING
COURSE AT IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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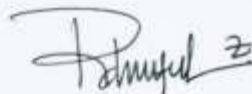
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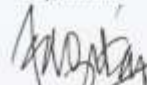
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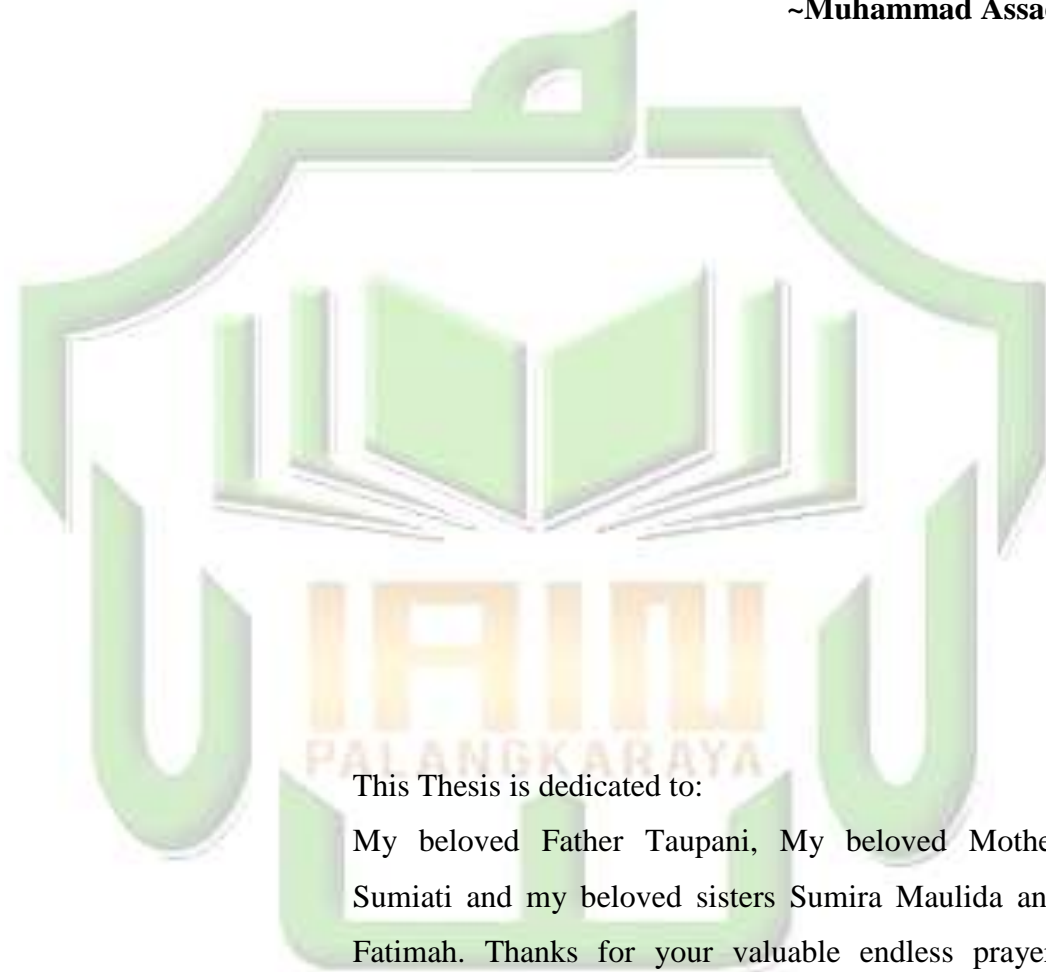
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MOTTO AND DEDICATION

**"We cannot live by yesterday's standards
and expect extraordinary results today.**

Live life with passion!!"

~Muhammad Assad



This Thesis is dedicated to:

My beloved Father Taupani, My beloved Mother Sumiati and my beloved sisters Sumira Maulida and Fatimah. Thanks for your valuable endless prayer, sacrifice, motivations, and support.

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Palangka Raya, October 19th, 2018

Yours Faithfully



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ABSTRACT

Ulfah, M. 2018. *Need Analysis on EFL Students of Essay Writing Course at IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M.Pd; (II) M. Zainal Arifin, M.Hum.

Key words: EFL Students, Need Analysis, Essay Writing

The research aimed to identify the students' needs. Focused of the research to find out the necessities, wants, lacks and the students' learning needs of essay writing course at IAIN Palangka Raya

The research type was quantitative approach belongs to survey research design. In collecting the data, the researcher used questionnaire and documentation. The population of the study were the third semester students of academic year 2017/2018 who registered in essay course classroom. The sample of the study consisted of 63 students. The Method of sampling in this study was total sampling. The data was analyzed by using SPSS Program 16.0

The result findings covered the target needs and the learning needs of the students, the target needs contained of necessities, wants and lacks. First, for the necessities 81.0% students want to be able study abroad $\bar{X} = 4.76$. The second, students' want 54.0% of students prefer to learn the theory before do the writing assignment $\bar{X} = 4.37$. Third, for the lacks, students faced some problems such students difficult using correct grammar $\bar{X} = 4.08$, complete an essay on time $\bar{X} = 3.89$ and write an essay using proper vocabulary $\bar{X} = 3.73$ it was indicating the problems on some important components of writing, namely vocabulary, structure, and grammar. Finally, for the learning needs of the students the research also found such as their preferred classroom participations and preferred places to do writing activities. Students more interesting participate in activity / projects to improve their writing ability and also students prefer do writing activities in the classroom than outside of classroom.

ABSTRAK

Ulfah, M. 2018. Analisa Kebutuhan dari Mahasiswa Bahasa Inggris sebagai Bahasa Asing pada Mata Kuliah Menulis Essai di IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M. Pd.; (II) M. Zainal Arifin, M. Hum

Kata kunci: , Mahasiswa EFL, analisa kebutuhan, menulis essai

Tujuan penelitian ini adalah untuk mengidentifikasi kebutuhan mahasiswa. Focus penelitian ini untuk menemukan kebutuhan keinginan, kekurangan dan kebutuhan pembelajaran pada mata kuliah menulis essai di IAIN Palangka Raya.

Tipe penelitian ini adalah penelitian kuantitatif yakni penelitian survey. Dalam pengumpulan data, peneliti menggunakan angket dan dokumentasi. Populasi dari penelitian ini adalah mahasiswa semester tiga tahun akademik 2018/2019 yang terdaftar di kelas menulis essai. Sampel penelitian terdiri dari 63 mahasiswa. Metode sampel yang digunakan adalah sampel keseluruhan. Data di analisa menggunakan program SPSS 16.0.

Hasil penelitian meliputi kebutuhan target dan kebutuhan pembelajaran, kebutuhan target meliputi kebutuhan, keinginan dan kekurangan. Pertama, untuk kebutuhan 81.0% mahasiswa berkeinginan dapat melanjutkan pendidikan di luar negeri $\bar{X} = 4.76$. Kedua, keinginan 54.0% mahasiswa lebih menyukai mempelajari teori terlebih dahulu sebelum mengerjakan sebuah tugas menulis $\bar{X} = 4.37$. Ketiga, untuk kekurangan, mahasiswa menghadapi beberapa masalah seperti kesulitan menulis essai menggunakan tatabahasa yang benar $\bar{X} = 4.08$, menyelesaikan essai tepat waktu $\bar{X} = 3.89$ dan menulis essai menggunakan kosakata yang tepat $\bar{X} = 3.73$. Permasalahan-permasalahan tersebut mengidentifikasi bahwa mahasiswa lemah pada beberapa komponen-komponen penting dari menulis, yakni kosakata, susunan dan tatabahasa. Peneliti juga menemukan kebutuhan belajar mahasiswa seperti partisipasi di ruang kelas dan tempat yang mereka lebih sukai untuk aktivitas menulis. Mahasiswa lebih tertarik dalam aktivitas/projek untuk meningkatkan kemampuan menulis mereka dan mahasiswa juga lebih menyukai untuk menulis essai di dalam kelas dari pada di luar kelas.

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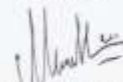
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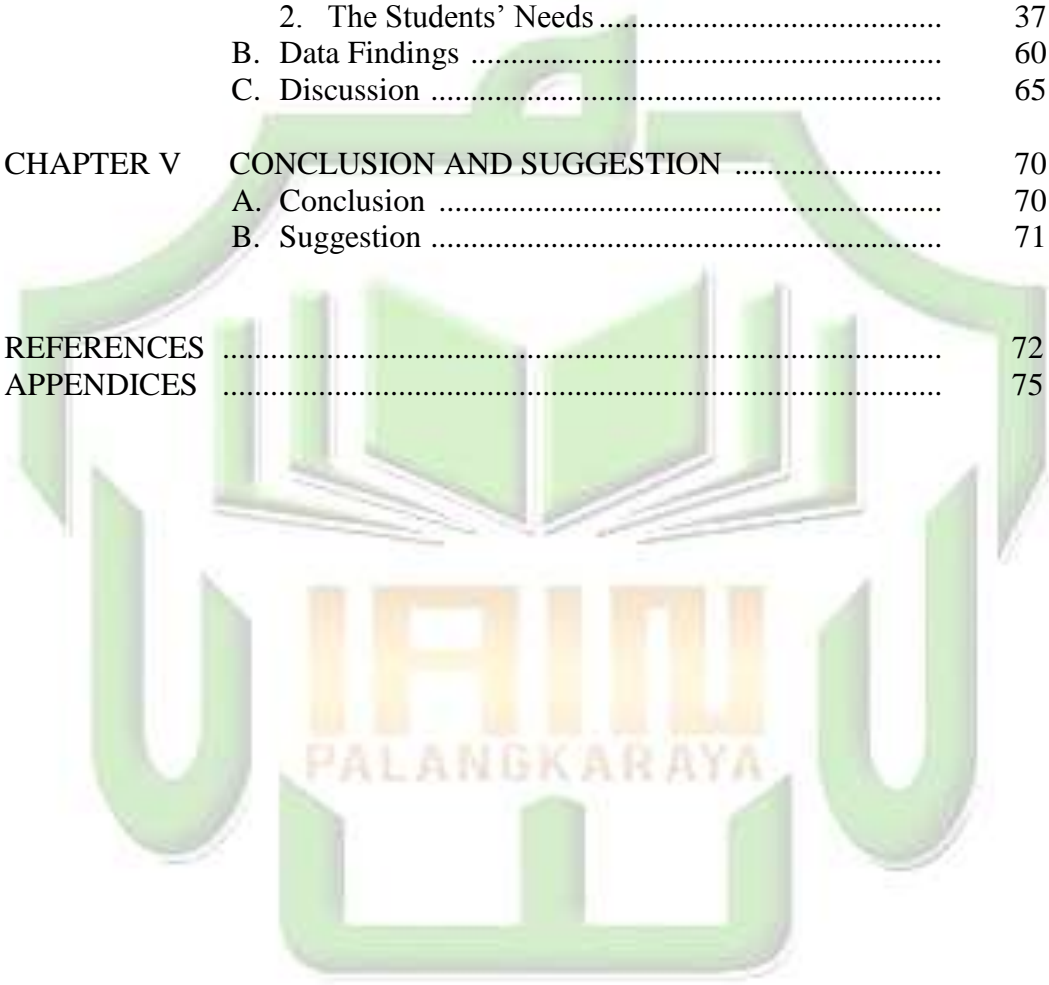


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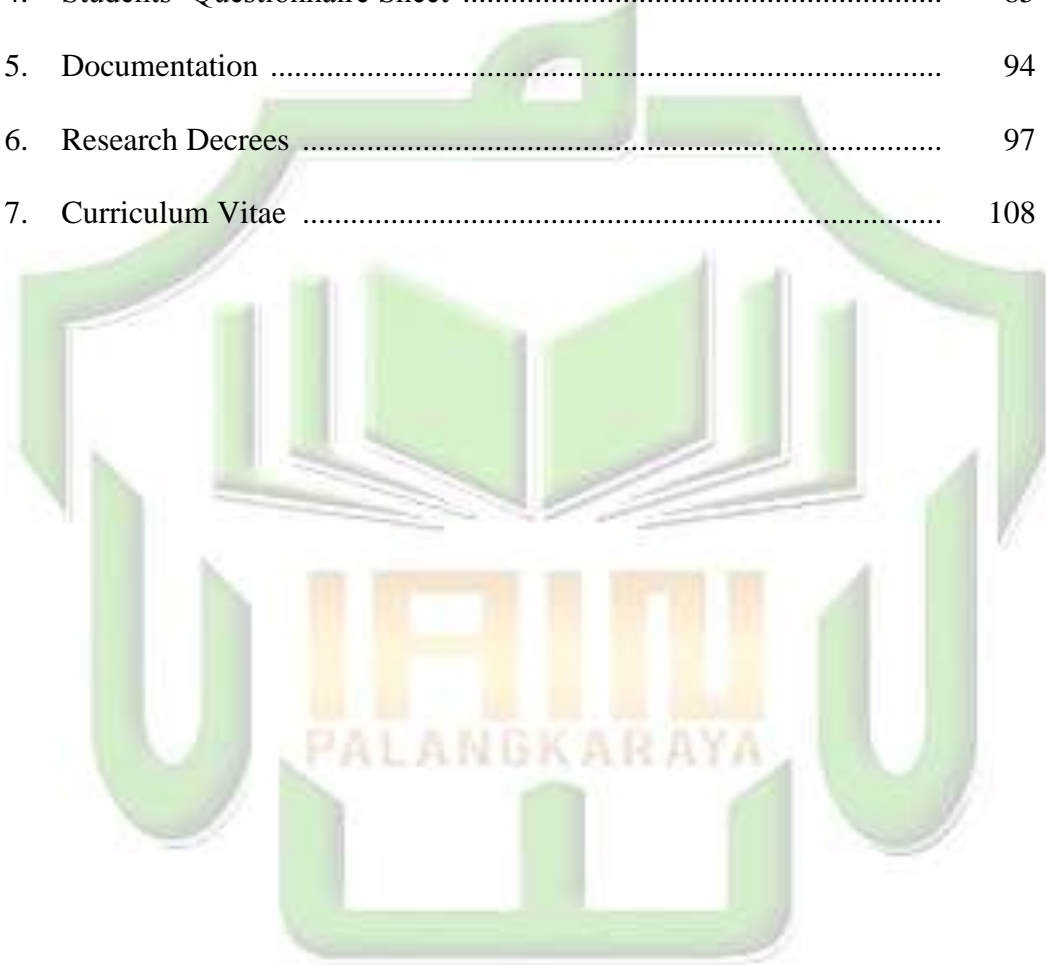
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CHAPTER I

INTRODUCTION

In this chapter, the researcher described background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key term.

A. Background of Study

Writing as one of four language skills is regarded to be the most complex ability to be acquired by the EFL learner. “Writing is such an important learning tool because it helps students to understand ideas and concepts better” (Voon Foo, 2007, p. 4).

In “English Teaching Forum” also admits that writing is clearly a complex process, and competence writing is frequently accepted as being the last language skill to be acquired. This becomes problematic in English Curriculum as all the four language skills must be taught to the learner from the early stage of their writing. English as a Foreign Language (EFL) writing has been a key issue in universities in Indonesia since student’s work mainly assessed in written form (Coffin,). Learning academic writing in English is, however, not easy for non-native speakers of English.

According to Byrne to develop mastery of the writing skill, writing program must be carefully planned, which the learners can use for a continually expanding range of tasks The teachers or lecturer often do not understand what learners’ language needs are. On the other hand, learners become confused about what they are actually learning and why they are learning so. For these reason

even after completing graduation, the proficiency level of the learner in English remains poor. But all these problems can be handled effectively through a study of the language needs of the students.

According to McKillip (1987, p.7), "Needs are value judgments: that a target group has problems that can be solved". The identification of needs is a process of describing "problems" of a target population and possible solutions to these problems. For decision making in the human services and education, decisions can be varied, including such as resource allocation, grant funding, and planning.

Overall there is a useful tool to understand students' needs and to help the implementation of educational policies namely need analysis. According to Nunan in (Juan, 2014, p.12), Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus. It is an important component for designing a language course. While designing a language course, it is essential for a teacher to have reliable information of their learner variables, in order to reduce the gap among learners, teachers, and teaching materials

Needs analysis is an important means of conducting research prior to designing and evaluating lessons/materials/syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English (Richards et al, 1992). Needs analysis trying to draw a line between target needs (students' necessities, lack and want) and students' learning needs learners' needs (Hutchinson & Waters, 1987, p.54). Nunan (1988) and Brindly (2011) gather needs analysis under two specific notions, like "objective

needs” and “subjective needs”. Having a similar opinion in this particular issue, Nunan (1988) and Brindly (2011) assess the objectives of the learning outcomes as the basis for the objective needs obtained from the personal data of students. Overall, most of the scholars have a similar vision of the needs analysis and the importance of this issue. Additionally, according to Brown (1995, p. 40) describes the situation needs as “information of the program’s human aspects, that is, the physical, social, and psychological contexts in which learning takes place,” and language needs as “the target linguistic behaviors that the learners must ultimately acquire”.

Because of the problems above, there are some reasons why the researcher chose this study.

1. Most important to explore students’ needs of Writing especially on Essay writing. The researcher sets out this study to explore students’ needs and serve as a guide line for the curriculum designers and teaching practitioners, will be helpful in making them bring out much better output from the learners.
2. By doing survey research, the researcher is interested what are student needs and what problems they are face. This research title is **“NEEDS ANALYSIS ON EFL STUDENTS OF ESSAY WRITING COURSE AT IAIN PALANGKARAYA”**.

B. Research Problems

1. What are students' needs of essay writing course at IAIN Palangka Raya?
2. What are students' learning needs of essay writing course at IAIN Palangka Raya?

C. Objective of the Study

The objectives of the study are:

1. To analyze students' needs of essay writing course at IAIN Palangka Raya.
2. To analyze students' learning needs of essay writing course at IAIN Palangka Raya.

D. Scope and Limitation

Based on the problem above, the scope of this study related to learners' needs. These are types of Need Analysis based on Hutchinson and Waters. This research focus on target needs about necessities, lacks, and wants of students as EFL students' and also their learning needs for Essay Writing course.

This research will conduct on English Study Program at IAIN Palangka Raya, especially at the third semester students of academic year 2018/2019 who registered in essay course classroom.

E. Significance of the Study

The uses of this study that expected by the researcher as below:

1. Theoretically, this study is significant to give a theoretical description of learners need for developing essay writing curriculum in teaching and learning process.

2. Practically, the study of learners' gives insights to the syllabus designers, teachers, and educators to realize what the learners actually need to learn and the reflection of learners' needs in the curriculum or the material creates a motivation for learners at IAIN Palangka Raya. Especially for English writing students.

F. Definition of Key Term

Some important terms are needed to define in order to avoid misunderstanding. The definition of the key terms which to be used in the study presented as the following:

1. English as Foreign Language (EFL) Students

EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. (For example, an Indonesian person learning English in Indonesia).

2. Need analysis

Need Analysis is a theory to collect information about learners need for teaching and learning process. Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan 1988). It is an important part for designing a language course. When a language course is designed, it is important for a teacher to have reliable information on their learner variables so that it can reduce any gap among learners, teachers, and teaching materials.

3. Essay writing

Writing is a challenging task that requires both effort and skill. During the learning process, English as a foreign language and English as a second language (EFL/ESL) learners face many obstacles, such as learning how to do the mechanics of writing. The concept of writing mechanics aims at making “the writing systematic and is concerned about how to be correct in punctuation and spelling” (Cornell, 1980, p. 20). According Alodwan and Ibnian (2014, p.143) Essay is a piece of writing which is often written from an author's personal point of view.

G. Organization of The Thesis Report

This thesis consists of five chapters. For Chapter I is Introduction its consists of background of the study, problems of the study, objectives of the study, scope and limitation of the study, significances of the study, definition of key terms and framework of discussion. Chapter II is Review of Related Literature, there are related studies, need analysis, EFL theory and paragraph writing theory. Next, Chapter III will discuss the Research method. This chapter consists of research design, subject of the study, source of data, data collection procedure, data analysis procedure and endorsement data. Then, Chapter IV Research Findings and Discussion, this chapter consists of the results of the study and the discussions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher described related studies, English as Foreign Language (EFL), need analysis, and Essay writing.

A. Related Studies

In order to provided strong foundation of the present study, in this section the researcher presented some studies those closely related to the study. A related study from Huda Sulieman Alqunayeer and Sadia Zamir (2016) “Needs Analysis of Saudi EFL Female Students: A Case Study of Qassim University”, the research study tried to analyzes the target needs (i.e. Necessities, Lacks and Wants) and learning needs of EFL female Saudi students to choose EFL as their specialization. The sample for study consisted of 150 students, the data was collected through questionnaire and analyzed by using SPSS. The result is shows that the learners show their weakness in oral skills i.e. Listening and Speaking as compared to literary skills i.e. Reading and Writing. Students have shown their preference for the incorporation of practical activities and media based teaching material in their syllabus. Their study relevant to this study to give strong foundation on Need Analysis that research about target and learning needs.

Second, the study has done by Magdahalena Tjalla, et al., (2015) the title is “The Analysis of EFL Students’ Needs for Writing Materials Development”. The subject of the research were sample students at fifth semester students of academic year 2015/2016 who registered in essay course classroom of English

Education Department of STAIN Prepare, Indonesia. The data got through observation and questionnaire as data gathering instruments. The result reveal that the students have been familiar with writing activities done outside the classroom such as writing SMS, diary, or literary works such as poem, short story, etc.. However, their writing ability was still low, since their mastery in sentence structure was still the basic structure of English sentences. Moreover, they have difficulties in some of writing skills, such as arranging ideas in a paragraph, writing by using correct grammar, and completing the writing on time, which are rooted from their weaknesses in grammar, structure, and vocabulary. In addition, students were interesting to write topics about their real life, that they function language as the representation of reality such as to make statement, to convey facts and knowledge, and to explain or report (Michael Halliday, 1973 cited in Brown, 1994). The researcher also conducted the students learning needs, its revealed students prefer to do writing activities outside the classroom to in the classroom and students were interesting to write topics about their real life.

The third, the title is “Strategies to Improve Student Achievement in Writing among Fifth Grade Learners” by Joyner, et al., (2015) Data analysis revealed teachers had positive perceptions about writing and the instruction of writing; students held negative attitudes about writing; and strategies implemented in addition to the Writing to Win program resulted in a statistically significant difference between the posttest scores of the experimental and control groups. The data got by surveys, interviews, observations, and documents as the instruments.

The last related studies by Iman Muwafaq Muslim (2014), “Helping EFL Students Improve their Writing”. Students nowadays have very little interest in writing which is so important to fulfil the education requirements. This may be due to technology progress which has its negative effect on students’ skills of writing because of the availability of ready-made assignments. Moreover, teachers have adopted the belief that writing is a kind of communication; this has led them to focus on the subject itself and overlook the incorrect style of writing. The researcher has diagnosed several shortcomings which have covered most of the basics of good writing among which are paragraphing, ideas, grammar, spelling, punctuation and handwriting. This research similarity conduct study about writing but its aims at helping 2nd year university EFL students improve their writing and avoid the common shortcomings of basics of composition writing. It is focus to improving students writing.

B. English as Foreign Language (EFL) Students

English as a second language or foreign language is often used for non-native English speakers and learning English is in a country where English is not commonly spoken. EFL students are the students studying English as a foreign language who are included in the current study (Muslim, 2014, p.106). Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. For this study the EFL students belong to students who are take essay writing course. According to Glazier in Tuan (2010, p.81) EFL learners’ success in English writing brings them benefits not solely in their English learning but also in their life-long careers.

C. Need Analysis

1. Definition of Need Analysis

Need Analysis is a theory to collect information about learners need for teaching and learning process. Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan, 1988, p.). It is an important part for designing a language course. When a language course is designed, it is important for a teacher to have reliable information on their learner variables so that it can reduce any gap among learners, teachers, and teaching materials. (Mr. Nurul Haque, 2014, p.1.)

Then, According Richards and Platt (1992, p.242) state that NA is: "the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities." According to Hutchinson and Waters in (Petrova I., 2008, p. 19) needs analysis is ultimately the analysis of the target situation needs – the kind of language that the learners have to acquire to cope in the target situation. In other words, the analysis of the target situation needs points at a desired final destination of the course. However, before trying to set any objectives as to where one should arrive at the end of the course it seems logical first to determine where one is at the beginning of the course. This part of needs analysis is generally referred to as present situation analysis (Dudley-Evans 2001, p. 133). According to Tudor in (Petrova I., 2008, p. 19) it is generally acknowledged that the target situation analysis should be complemented with the learning needs analysis - what the students should do to succeed in the course completion. These needs embrace various individual peculiarities of

students and their learning styles that cannot be ignored, as they might both foster or impede their learning depending on how the course is organized.

According to some opinions of the experts about needs analysis, it can be concluded that needs analysis is a starting point or a guide for course design, material selection or classroom activity. It also tries to find “problem” and solution to develop the course better. There are some perceptions or definition from the experts “how to conduct need analysis”, but it depend what the research about. By gathering such information, therefore, the needs analysis can guarantee that the course will contain the relevant and useful things for students to learn. In this study, the researcher try to find the needs of the students by analys their targets necessities, lacks, wants and their learning needs in writing class.

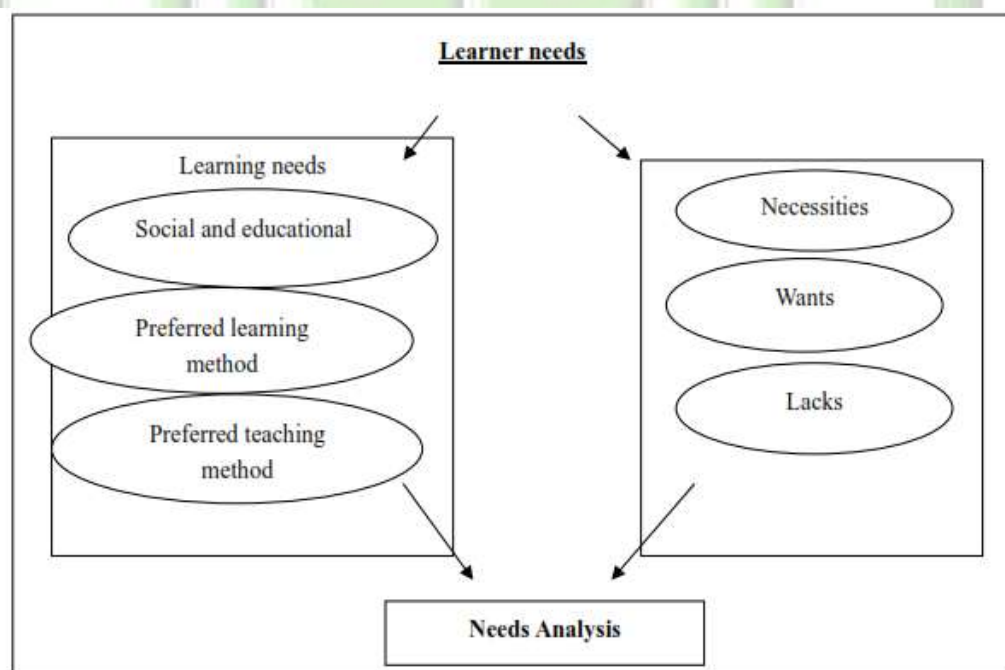


Figure 2.1 Theoretical Framework of Hutchison and Waters (1987)

a. Target Needs

Hutchinson & Waters cited in (Alqunayeer & and Zamir, 2016, p.89) argue that other approaches give too much attention to language needs, whereas more attention should be given to how learners learn. They advocate that a learning needs approach is the finest means to pass on learners from the starting point to the target situation. It gives a comprehensive approach to the learners needs as it offers two focus areas: target needs and learning needs. Target needs are defined as what the learner needs to do in the target situation. They are broken down into three categories: necessities, wants and lacks.

1) Necessities

According to Hutchinson & Waters (1987, p.55) ‘necessities’ the type of need determined by demands of the target situation; that is, what the learner has to know in order to function effectively in the target situation. As the illustration, if the purpose of the course is to prepare students to enter the university, the needs analyst should analyze the kind of language needed to do assignments or used in every day university class. Such information about the language element that is mostly demanded can be gathered though interview with the university students who are considered having enough experience on the target situation.

Necessities are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Accordingly, needs “are perhaps more appropriately described as objectives” to be achieved (Robinson, 1991, p.71).

2) Lacks

To identify necessities alone, however, is not enough. You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, Waters and Breen, 1987, p.56). In this research lack focused the difficulty or the problem of student when they write an essay.

3) Wants

Wants are described as "what the learners think they need (Hutchinson & Waters, 1987, p.56). These needs are personal and are sometimes referred to as subjective needs which are not predictable and differ from learner to learner and therefore indefinable. It is often pointed out that these may differ, even conflict, with necessities as perceived by a sponsor or employer, and lacks as identified by the teacher.

b. Learning Needs

Learner learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language, learning needs analysis will tell us "what the learner needs to do in order to learn". (Hutchinson and Waters, 1987, p.) Learning needs concerns about the route between the starting point (lacks) and the destination (necessities). For examples, learners may be greatly motivated in the subject or work, but may completely lose interests with the long, boring, and old teaching material. The learning process should be

enjoyable, fulfilling, manageable, and generative. It is not concerned with knowing, but with the learning. The concept of “learning needs” put forward by Hutchinson & Waters and their analysis of “learning needs” have been proved to be fairly useful in practice because learning needs clarify the means through which learners proceed to achieve their target needs starting with realizing their lacks.

This research focus on students’ learning activity of essay writing course, according to Hedge in Tuan (2010, p. 81) the nature of writing itself is not interesting enough to motivate English learners to practice regularly. To a preponderance of EFL learners, nothing is more discouraging than doing a writing task and knowing that it will come under the eyes of the teacher, who will consider it as a source of errors to be corrected as Hamp and Heasley (2006, p. 2) states:

“Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the "someone else" is the teacher, whose eyes may be critical, and who indeed may assign an individual assessment to the written product, most people feel uncomfortable.”

To be successful writers, students must have knowledge of the writing process and must possess effective strategies that can be applied during that process stated by Fisher & Frey in Joyner (2015, p. 28). According to Tjalla et al., (2015, p. 317) found that students prefer group work to pair work and individual work. In terms of the place of learning, most of the students are interesting to write outside the classroom.

2. Importance of Need Analysis

Needs Analysis is an important step towards understanding students' needs and to help the implementation of educational policies. Nunan (1988) claims that information got through NA can serve the following purposes.

- a. NA can set the goals of the course and guide the selection of contents.
- b. The gap between teacher's and learner's expectation can be minimized by using NA to modify the syllabus and methodology.
- c. The gap between the teachers' and learners' expected teaching and learning approach can be identified.

West (1994) described NA as an assistance to the syllabus designer and a means to find out the acumen among various types of learners and also a framework to design courses based on their general needs. Richards (2001), stated that in a language teaching program NA can be used for the following purposes.

- a. To find out the required language skills for a learner to perform a particular role, such as sales manager, university student.
- b. To find out a gap between their present proficiency level and required proficiency.
- c. To find out problem areas of the learners.

D. Essay Writing

Writing is a challenging task that requires both effort and skill. During the learning process, English as a foreign language and English as a second language (EFL/ESL) learners face many obstacles, such as learning how to do the mechanics of writing. The concept of writing mechanics aims at making "the writing systematic and is concerned about how to be correct in punctuation and

spelling” (Cornnell, 1980, p. 20). In high school and college classes the students usually learn writing, the writing typically academic writing. Academic writing is formal, so the students should not use slang or contractions. Also, the students should take care to write complete sentences and to organize them in a certain way (Oshima A. & Hogue A., 2006, p.3). “Competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners.” (Hamp and Heasley, 2006: 2).

EFL learners’ success in English writing brings them benefits not solely in their English learning but also in their life-long careers as Glazier (1994, p.3) contends, “Being able to write in English is essential in college, and it probably will be an asset in your career.” For numerous EFL learners, nonetheless, English writing appears to be challenging (Harmer, 1992, p.53) Although, a few of students who interest and master writing. According to Muslim (2014, p.105) students nowadays have very little interest in writing which is so important to fulfil the education requirements. This may be due to technology progress which has its negative effect on students’ skills of writing because of the availability of ready-made assignments.

Based on Joyner, et. Al., (2014, p. 30) their study revealed that few students like writing. Less than 40% of the respondents reported they liked writing. On the other hand, the majority of students in this study maintained writing was boring, physically painful, time consuming, and lengthy. They also reported they often did not have ideas as writing topics, especially when topics

were teacher-assigned and beside of that the learner also did not like to revise and edit their writing. According Tjalla et al., (2015, p. 315) one of the sources of the students' writing problem was inadequate knowledge of topics to write for them. According Tjalla (2015, p. 317) stated that most students were interesting to write topics about their real life. This shows that they functioned language as the representation of reality as stated by Halliday (1973, cited in Brown, 1994).

1. The Cognitive Aspects of Writing

- a. Paragraphing, it is important to avoid too much eye strain. A piece of writing has to be interesting to attract the reader to new pieces of information. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph help students arrange the sequence of their information in a logical order.
- b. Ideas, they are the soul of writing. One cannot achieve writing without ideas. The first step of writing is to choose a topic sentence which is the controlling idea. The controlling idea could be an effective beginning which attracts the attention of readers (Peha, 2003, p.7). The next step is to develop the controlling idea. To be explicit, ideas should logically be arranged and coherently connected to each other. Thus, readers can easily understand the presented information and get interest in it.
- c. Grammar and spelling:, they are essential for communicating correct and clear meaning. Abbot (2007, p.6) states that a clear thinking could not be written clearly without using words according to definite rules. Moats (2005, p.1) show the importance of spelling for writing and say that some writers restrict their

writing to the only words that they know. In some specialties like medicine, law, and commerce, misused grammar or spelling may often cause problems and terrible losses.

- d. Punctuation, according to Betham (2011, p. 37) points out that “Punctuation is more important than spelling”. Punctuation marks give meaning to words as pauses and change in tone of speech do. Several studies have revealed that punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.
- e. Handwriting, for students, handwriting is a reason of failure or success because teachers do not waste time to decipher what a student has written. Readability of letters and good spacing between words and within the word lead to legible handwriting. Moreover, the right direction of drawing letters without lifting the pencil helps accelerate writing. According to Rosenblum et al., in (Muslim, 2014, P.108) Children who are slow writers find it difficult to transfer the information held in their memory for they may forget it before achieving of transference into writing.

2. Problems in Writing

According to Magdahalena et al., (2015, p. 215) there were 9 students’ writing problems; Arrange ideas in paragraph, write using correct grammar, complete writing on time, arrange sentences well, write using correct spelling and punctuations, develop ideas, write using proper vocabulary, express ideas properly, edit and revise text. Journey et al. (2015, p. 27) also stated many of students are inept at arranging their ideas in a logical sequence, and they do not

use genre-specific strategies when responding to a prompt. Many students lack the skills necessary to develop a controlling idea and to support those ideas with fully elaborated details.

3. The definition of Essay

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. An essay is a piece of writing, usually from an author's personal point of view. Essays are non-fictional but often subjective; while expository, they can also include narrative. Essays can be literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. (UKessays.com)

a. Main parts of Essay

According to Oshima and Hogue (2007, p.147) there are three main parts of an essay, they are an introductory paragraph, a body and a concluding paragraph. The introductory paragraph stimulates the reader's interest and tells what the essay is about. Usually the last sentence in an essay introduction is the thesis statement. The body of an essay consists of one or more paragraphs. Each paragraph develops a subdivision of the topic. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

1) The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. Two functions of introduction are: (1) It attracts the reader's interest, and (2) it introduces the topic of the essay (Oshima and Hogue, 2007, p.150). The introduction consist of two parts, the one is general general statements, its give the reader background information about the topic of the essay. They should lead your reader gradually from a very general idea of your topic to a very specific idea. Each sentence that follows becomes more and more focused on a specific topic. Another, the thesis statement, the reader will find it in the last of introductory paragraph. The thesis statement is the most important sentence in the introduction. According to Oshima and Hogue in (Nirwanto, 2013, p.69) the thesis statement has three purposes. (1) it states the specific topics and (2) list the subtopics that will be discussed in the body of the essay such as chronological order or order of importance. (3) it may also mention the method of organization.

2) Body Paragraphs

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement (Oshima and Hogue, 2007, p.152). There are five characteristics of Body Paragraph according to Gardness in (Nirwanto, 2013, p.72) each paragraph in the body of an essay should be clearly expressed, well unified, developed, organized and coherent. The following characteristics of body paragraphs are:

- a) **Clarity.** The main point and supporting details of the paragraph are clear. Clarity refers to how easy it is for the reader to understand the writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language (Cengage Learning, 2017, p.46).
- b) **Unity.** Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence (Cengage Learning, 2017, p.53). All the sentences clearly relate to the main idea of the paragraph and support the topic sentences.
- c) **Development.** The paragraphs provides sufficient detail, including examples, facts, statistics, reason, anecdotes, quotations, and definition, to explain or to support the main idea.
- d) **Organization.** The ideas and supporting details have a logical patterns of arrangement, such as a time, space, or emphasis (for example, from most to least important, from least to most important, or from simples to most complex).
- e) **Coherences.** The sentences are logically connected to each other, and the ideas flow smoothly.

3) The Concluding Paragraph

The conclusion in essay, like the concluding sentence in a paragraph, is very important part of the essay. The concluding paragraph is the last paragraph of an essay. It has three purposes:

- a) It signals the end of the essay.
- b) It reminds the reader of your main points.
- c) It leaves the reader with your final thoughts on the topic (Oshima and Hogue, 2007, p.152).



BAB III

RESEARCH METHOD

In this chapter, the researcher described research design, subject of the study, source of the data, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

The research design of this study was categorized into a quantitative research. Ary et al., stated quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and questionnaires (2010, p. 420-421). The type of this research design was survey research. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior." So the purpose of survey research is to investigate peoples' beliefs, opinion, behavior, and characteristics such as gender, age, education, social race and their attitudes concerning some matters (Ary, et al., 2010, p.372). According to John W. Creswell (, p.376) survey research designs were procedure in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

The researcher chosen because the aim of this study is to measure students' needs to give insight to the syllabus designers, teachers, and educators to realize the learners actually need to learn and the reflection of learners' needs in the curriculum or the material of the students on the essay writing class at IAIN Palangka Raya.

B. Population and Sample

1. Population

Population is used to refer to the entire group of individuals to whom the findings of a study apply (Ary, et al., 2010, p.373). According to John W. Creswell (2012, p.381) a group of individuals possesses one characteristic that distinguishes them from other groups.

The population has been investigated in this study were 63 students at the third semester students of academic year 2017/2018 who registered in essay course classroom. This study was investigated student's needs on Essay writing course. The subjects investigated students at third semester of English department at IAIN Palangka Raya

2. Sample

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell,2012, p.381). The researcher used total sampling took the data of the sample. Total sampling is where the sampling technique is the number of samples is the same as the population (Sugiyono, 2007, p.115). The reason

for taking total sampling is because the total population of less than 100 of the entire population was used as a sample of all of the research.



C. Research Instruments

1. Research Instrument Development

a. Questionnaire

A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. The student's questionnaire arrange in closed-ended question. "In closed-ended questions, the researcher poses a question and provides preset response options for the participant" (Creswell, 2012, p.386).

The questionnaire designed in both Indonesian and English language. The questionnaire divided into two parts. The first part is about Demographic information, students requested to respond demographic questions about their gender, age, and field of specialization in order to collect personal data of the students. The second part provided more specific questions about students' need on essay writing course. The closed-ended questions were create by the researcher based on the theory, adaptation of Maghdalena et al., (2015) and Intan (2017).

There were thirty-five statements in the questionnaire. Likert scale is the most common use question format for assessing participant's opinion of usability (Dornyei, 2010, p.20). Likert scale in this study is Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Each statement from the questionnaire would be labeled with each own score.

There are five predetermined answers with scale 1 – 5 suggested by Likert Scale.

Table 3.1
Range Score of Statements

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.2
Specification of Questionnaires

No	Consisted Section	Number of Questionnaires
1.	General Statement	1, 2, 3, 15, and 16
2.	Necessities	4, 10,11 and 17
3.	Wants	5,6,7, 12, 13 and 14
4.	Lacks	8, 9, 19. 20, 21, 22 and 23
5.	Learning	18, 24, 25, 26, 7, 28, 29, 30, 30. 31, 32, 33, 33, 34 and 35.

b. Documentation

The documentation has taken from document and photos. The document is the result of the questionnaires which has been answered by students. It consists of 39 survey questions include demographic information and students' needs. This document used as evidence to reinforce the result of study. It could be seen in the appendix.

2. Instrument Try out

The researcher has taken try out the test instrument before it applies to the real sample in this study. The try out gave to 20 students who ever took essay writing course of English Department at IAIN Palangka Raya. The researcher gained the information about the instrument quality that consists of instrument validity and instrument reliability.

Procedures of the try out have been done as follows:

- a) Trying out the instruments to 20 students at English Department Study Program of IAIN Palangkaraya generation 2016.
- b) Then analyzing the data obtained to know the instrument Reliability and Validity using Microsoft Excel and SPSS 16.0 Program,
- c) After that, the researcher tested the test for the real sample.

3. Instrument Validity

In this research, face validity, content validity, and construct validity has used. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test.

(Heaton,1974, p.152). The researcher did face validity to make sure that the instrument is appropriate with the respondents. It was related with the instruction in the questionnaire. Content validity demands appropriateness between the ability to be measured and the test being used to measure it. Construct validity test can be used with the opinion of experts (experts' judgment). (Sugiyono, 2009, p. 177) In this case, after the questionnaire is constructed on the aspects that will be measured based on a particular theory, then it consulted with an expert who have credibility to judge the questionnaire. The expert make a decision: the instrument can be used without revisions, adding some improvements or possibly a total revision. In this study, the questionnaire has been added some improvements.

The researcher calculated the result of the instrument try out using SPSS 16.0 Program. The total of the item was 39 items and the total of the respondents were 20 students on academic year 2016. The technique used to determine the validity of a test is by-product moment correlation technique. It used the level of significant in 5%. To determine whether the test question is valid or invalid then r_{xy} or r_{hitung} compared with product moment r_{tabel} with the following criteria:

If $r_{hitung} \geq r_{tabel}$ then valid

If $r_{hitung} \leq r_{tabel}$ then invalid. (Purwanto, 2004, p.139)

Based on table below. There was 40 items of questionnaires. The critical value was 0,443. There was 35 items of questionnaire was valid $\geq r_{table}$ 0,05. There were 5 items of questionnaire was invalid $\leq r_{table}$.

Table 3.3
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	156.0500	268.050	.635	.944
Item_2	155.8500	269.503	.500	.945
Item_3	156.3000	266.747	.596	.944
Item_4	156.0000	276.737	.144	.947
Item_5	156.7500	263.039	.460	.946
Item_6	156.1000	259.989	.659	.944
Item_7	156.2500	259.566	.735	.943
Item_8	156.3000	260.537	.726	.943
Item_9	156.4500	269.629	.510	.945
Item_10	155.8500	285.397	-.340	.949
Item_11	155.8500	282.555	-.176	.948
Item_12	156.1500	262.239	.642	.944
Item_13	156.3500	262.766	.611	.944
Item_14	156.2500	263.882	.622	.944
Item_15	155.7500	280.303	-.045	.948
Item_16	156.3500	259.608	.733	.943
Item_17	156.5000	257.316	.666	.944
Item_18	156.3000	266.432	.611	.944
Item_19	156.3000	262.958	.693	.943
Item_20	156.4500	266.892	.507	.945
Item_21	156.8500	258.450	.634	.944
Item_22	156.7000	261.800	.652	.944
Item_23	156.1500	275.292	.182	.947
Item_24	156.6500	263.503	.547	.945
Item_25	156.8000	263.958	.617	.944
Item_26	156.0500	268.050	.635	.944
Item_27	155.8500	269.503	.500	.945
Item_28	156.4500	266.892	.507	.945
Item_29	156.2500	264.303	.673	.944

Item_30	156.2500	265.250	.630	.944
Item_31	155.9500	268.155	.510	.945
Item_32	155.9500	268.155	.510	.945
Item_33	156.9000	268.726	.546	.945
Item_34	156.7000	261.800	.652	.944
Item_35	156.3000	266.747	.596	.944
Item_36	156.5000	257.316	.666	.944
Item_37	156.3000	262.958	.693	.943
Item_38	156.3000	262.958	.693	.943
Item_39	156.0500	268.050	.635	.944
Item_40	156.6000	268.147	.463	.945

4. Instruments Reliability

According to Donald Ary, the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. (Donald Ary, 1985, p.236) Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Reliability is defined how much consistency the test scores the test achieves on the retest (Sudijono, 2005, p.179-180). Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017) to find reliability of data, the researcher will use Alpha's formula.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

With description:

r_{11} = Coefficient reliability

k = Number of items

$\sum S_i$ = Total score varians each item

S_t = Total score varians

It was using program SPSS version 16 in finding the reability. The degree of alpha's Cronbach is higher than r table (0,44)

Table 3.4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.911	33

D. Data Collection Procedures

In this study, the researcher collected the data from questionnaires: The researcher will deliver the questionnaire to all of the students at English Department study program of IAIN Palangkaraya.

1. The researcher the instrument's test, which is the questionnaire has valid and reliable.
2. Then the researcher delivered all of the questionnaires to the sample.
3. The researcher took some pictures of the respondent who fill the questionnaire
4. The researcher collected all of the questionnaires.
5. After find the data, the researcher analyze the result of questionnaire using Microsoft excel and SPSS software.

6. The researcher got the result of questionnaire.
7. The researcher made conclusion from the data finding and theories about the role of social media sites in improvement English language skills at English department of IAIN Palangka Raya.

E. Data Analysis Procedures

Quantitative data analyzed using the SPSS software and Microsoft Excel. In order to answer the two research questions, for the first and second part of questionnaire, the descriptive statistics of frequencies and percentages will be used.

$$\text{Proportion: } p = \frac{f}{N}$$

$$\text{Percentage: } \% = \left(\frac{f}{N} \right) \times 100$$

where f = frequency, or the number of cases in any category
 N = the number of cases in all categories

$$p = \frac{f}{N} \times 100\%$$

P = Percentage of respondents' answers

f = Number of respondents' answers

N = Number of all respondent

The number entered into the percentage formula above is data obtained from respondents' answers to the question submitted. The result of the score then interpreted by calculating the scale range by calculating the highest percentage.

Then, in order to answer the last part of the questionnaire, the descriptive statistics (Mean, median and Standard Deviation) will be used. To analyze the data, below were the steps applied:

- 1) Collecting the main data (item score/responses);
- 2) Arranging the collected score into the distribution of frequency of score table.
- 3) Calculating Mean, Median, and Modus

a. Mean

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean value

Σ = Sum of

X = raw score

N = Number of case.

b. Median

Median is defined as that point in a distribution of measure which 50 percent of the cases lay.

c. Modus/ Mode

Mode is the value in a distribution that occurs most frequently.

4) Calculating the deviation score and standard deviation using the formula:

a) Deviation Score

$$x = X - \bar{X}$$

Where: x = Deviation Score

X = raw score

\bar{X} = Mean

b) Standard Deviation

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

Where: $\sum fx^2$ = sum of frequency of each score

N = Number of cases

- 5) Interpreting the analysis result.
- 6) Giving conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this Chapter, the researcher presented the research finding and discussion of the research about the Need Analysis on EFL Students of Essay Writing Course at IAIN Palangka Raya.

A. Data Presentation

In this section, it presented the results of the research on EFL Students of Essay Writing Course at IAIN Palangka Raya. The researcher took 63 students that divided into three class of Essay Writing. The questionnaires was conducted to the class A, B and C students on September 28th – October 2nd, 2018. For the main data, the researcher took from the students' questionnaire. There were 4 numbers of demographic information and 35 the questionnaires. The sample was 63 students for questionnaire. Furthermore the result of the research is as the following:

1. Demographic Information

The total number of 63 Students was made up of 49 females (77.78%) and 14 males (22.2%). Based on the age, it was around 18-21 years old (98.2%) and 22-25 years old (1.8%). Education consisted of *SMA* (58.7%), *MA* (17.5%), *SMK* (15.9%), and *Pesantren* (7.9%). And the last, the students' learnt writing outside of classroom activities in a week (39.7%) of students said no and (60.3%) of students said yes.

2. The Students' Needs

The data presentation of the item score of the students' needs shown in the Table frequency distribution, the chart of frequency distribution, the measurement of central tendency (mean, median, and mode) and the measurement of deviation standard.

First step was to tabulate score into the table of calculation Mean. The table was shown below:

Table 4.1
The Calculation of Mean of students' needs

X	F	Σ X
5	23	115
4	38	152
3	1	3
2	1	2
1	0	0
	N = 63	ΣX = 272

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{272}{63}$$

$$\bar{X} = 4.32$$

Mean of item 1 is 4.32

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.2
The Calculation of Deviation Score of students' needs

X	F	FX	X	x²	Fx²
2	1	2	-2.32	5.3824	5.3824
3	1	3	-1.32	1.7424	1.7424
4	38	152	-0.32	0.1024	3.8912
5	23	115	0.68	0.4624	10.6352
	N = 63	ΣFX = 272			ΣFx ² = 21.6512

$$\begin{aligned}
 \text{Stdev} &= \sqrt{\frac{\sum fx^2}{N-1}} \\
 &= \sqrt{\frac{21.65}{63-1}} = \sqrt{\frac{21.65}{62}} = \sqrt{0.349} = 0,591
 \end{aligned}$$

This part used to know students' need of Essay Writing Course. Then, the score of Mean, Median, Modus, and Standard Deviation were tabulated in the table. The table is as follows:

Table. 4.3
Results of the Questionnaire

No	Item	Number & Percent	Scale					Total	MN	MD N	M O	SD
			SA	A	U	DA	SD A					
			5	4	3	2	1					
1	1	Number	23	38	1	1	0	63	4.32	4.00	4	0.591
		Percentage	36.5	60.3	1.6	1.6	0					
2	2	Number	17	37	6	2	1	63	4.06	4.00	4	0.801
		Percentage	27.0	58.7	9.5	3.2	1.6					
3	3	Number	4	8	26	21	4	63	2.79	3.00	3	0.530
		Percentage	6.3	12.7	41.3	33.3	6.3					
4	4	Number	51	9	3	0	0	63	4.76	5.00	5	0.530
		Percentage	81.0	14.3	4.8	0	0					
5	5	Number	33	23	7	0	0	63	4.41	5.00	5	0.687
		Percentage	52.4	36.5	11.1	0	0					
6	6	Number	7	19	35	2	0	63	3.49	3.00	3	0.738
		Percentage	11.1	30.2	55.6	3.2	0					
7	7	Number	22	34	5	2	0	63	4.21	4.00	4	0.722
		Percentage	34.9	54.0	7.9	3.2	0					
8	8	Number	15	31	16	1	0	63	3.95	4.00	4	0.750
		Percentage	23.8	49.2	25.4	1.6	0					
9	9	Number	15	39	9	0	0	63	4.10	4.00	4	0.615
		Percentage	23.8	61.9	14.3	0	0					
10	10	Number	24	31	8	0	0	63	4.25	4.00	4	0.671
		Percentage	38.1	49.2	12.7	0	0					

11	11	Number	35	26	2	0	0	63	4.52	5.00	5	0.564
		Percentage	55.6	41.3	3.2	0	0					
12	12	Number	11	40	12	0	0	63	3.98	4.00	4	0.609
		Percentage	17.5	63.5	19.0	0	0					
13	13	Number	26	34	3	0	0	63	4.37	4.00	4	0.576
		Percentage	41.3	54.0	4.8	0	0					
14	14	Number	23	32	8	0	0	63	4.24	4.00	4	0.665
		Percentage	36.5	50.8	12.7	0	0					
15	15	Number	24	32	6	1	0	63	4.25	4.00	4	0.695
		Percentage	38.1	50.8	9.5	1.6	0					
16	16	Number	45	17	1	0	0	63	4.70	5.00	5	0.496
		Percentage	71.4	27.0	1.6	0	0					
17	17	Number	33	29	1	0	0	63	4.51	5.00	5	0.535
		Percentage	52.4	46.0	1.6	0	0					
18	18	Number	12	35	14	2	0	63	3.90	4.00	4	0.734
		Percentage	19.0	55.6	22.2	3.2	0					
19	19	Number	8	16	37	2	0	63	3.48	3.00	3	0.759
		Percentage	12.7	25.4	58.7	3.2	0					
20	20	Number	22	28	9	4	0	63	4.08	4.00	4	0.867
		Percentage	34.9	44.4	14.3	6.3	0					
21	21	Number	15	28	18	2	0	63	3.89	4.00	4	0.805
		Percentage	23.8	44.4	28.6	3.2	0					
22	22	Number	17	34	9	3	0	63	4.03	4.00	4	0.782

		Percentage	27.0	54.0	14.3	4.8	0					
23	23	Number	7	32	24	0	0	63	3.73	4.00	4	0.653
		Percentage	11.1	50.8	38.1	0	0					
24	24	Number	6	31	21	5	0	63	3.60	4.00	4	0.773
		Percentage	9.5	49.2	33.3	7.9	0					
25	25	Number	8	30	22	2	1	63	3.67	4.00	4	0.803
		Percentage	12.7	47.6	34.9	3.2	1.6					
26	26	Number	5	17	22	14	5	63	3.05	3.00	3	1.069
		Percentage	7.9	27.0	34.9	22.2	7.9					
27	27	Number	13	12	21	13	4	63	3.27	3.00	3	1.194
		Percentage	20.6	19.0	33.3	20.6	6.3					
28	28	Number	16	31	15	1	0	63	3.98	4.00	4	0.751
		Percentage	25.4	49.2	23.8	1.6	0					
29	29	Number	8	29	23	3	0	63	3.67	4.00	4	0.762
		Percentage	12.7	46.0	36.5	4.8	0					
30	30	Number	25	36	2	0	0	63	3.83	4.00	4	0.752
		Percentage	40.0	57.6	3.2	0	0					
31	31	Number	25	35	3	0	0	63	4.37	4.00	4	0.548
		Percentage	40	56	4.8	0	0					
32	32	Number	18	27	14	3	1	63	3.92	4.00	4	0.921
		Percentage	28.6	42.9	22.2	4.8	1.6					
33	33	Number	30	32	0	1	0	63	4.44	4.00	4	0.590
		Percentage	47.6	50.8	0	1.6	0					
34	34	Number	16	29	13	5	0	63	3.89	4.00	4	0.882

		Percentage	25.4	46.0	20.6	7.9	0					
35	35	Number	9	26	20	6	2	63	3.54	4.00	4	0.964
		Percentage	14.3	41.3	31.7	9.5	3.2					

The data above could be detailed as follows:

Table 4.4

Result of Analysis Survey Item 1

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	1	1.6	1.6	1.6
Undecided	1	1.6	1.6	3.2
Agree	38	60.3	60.3	63.5
Strongly Agree	23	36.5	36.5	100.0
Total	63	100.0	100.0	

Item 1 "I feel writing is challenging skill". There was 1 student (1,6%) disagreed, 1 student (1,6%) undecided, 38 students (60,3%) agreed and 23 students (36,5%) strongly agreed

Table 4.5
Result of Analysis Item 2

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Disagree	2	3.2	3.2	4.8
Undecided	6	9.5	9.5	14.3
Agree	37	58.7	58.7	73.0
Strongly Agree	17	27.0	27.0	100.0
Total	63	100.0	100.0	

Item 2 “Mastering writing not only facilitates me in learning but also in daily activities”. There were 1 student 1,6% strongly disagreed, 2 students (3,2%) disagreed, 6 students (9,5%) undecided, 37 students (58,7%) agreed and 17 students (27%) strongly agreed.

Table 4.6
Result of analysis item 3

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	6.3	6.3	6.3
Disagree	21	33.3	33.3	39.7
Undecided	26	41.3	41.3	81.0
Agree	8	12.7	12.7	93.7
Strongly Agree	4	6.3	6.3	100.0
Total	63	100.0	100.0	

Item 3 “The influence of technology makes me not interested in writing”. There were 4 students (6,3%) strongly disagreed, 21 students (33,3%) disagreed, 26 students (41,3%) undecided, 8 students (12,7%) agreed and 4 students (6,3%) strongly agreed.

Table 4.7
Result of analysis item 4

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	3	4.8	4.8	4.8
Agree	9	14.3	14.3	19.0
Strongly Agree	51	81.0	81.0	100.0
Total	63	100.0	100.0	

Item 4 “In the future, I want to be able to continue my education abroad”. There were 3 students (4,8%) undecided, 9 students (14,3%) agreed and 51 students (81,0%) strongly agreed.

Table 4.8
Result of analysis item 5

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	7	11.1	11.1	11.1
Agree	23	36.5	36.5	47.6
Strongly Agree	33	52.4	52.4	100.0
Total	63	100.0	100.0	

Item 5 “It is easier to write an essay based on the topic we have set ourselves”. There were 7 students (11,1%) undecided, 23 students (36,5%) agreed and 33 students (52,4%) strongly agreed.

Table 4.9
Result of analysis item 6

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	2	3.2	3.2	3.2
Undecided	35	55.6	55.6	58.7
Agree	19	30.2	30.2	88.9
Strongly Agree	7	11.1	11.1	100.0
Total	63	100.0	100.0	

Item 6 “I prefer write an essay that relevant to local culture”. There were 2 students (3,2%) disagreed, 35 students (55,6%) undecided, 19 students (30, 2%) agreed and 7 students (11,1%) strongly agreed.

Table 4.10
Result of analysis item 7

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	2	3.2	3.2	3.2
Undecided	5	7.9	7.9	11.1
Agree	34	54.0	54.0	65.1
Strongly Agree	22	34.9	34.9	100.0
Total	63	100.0	100.0	

Item 7 “I prefer write an essay that relevant to my daily activity”. There were 2 students (3,2%) disagreed, 5 students (7,9%) undecided, 34 students (54,0%) agreed and 22 students (34,9%) strongly agreed.

Table 4.11
Result of analysis item 8

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	1	1.6	1.6	1.6
Undecided	16	25.4	25.4	27.0
Agree	31	49.2	49.2	76.2
Strongly Agree	15	23.8	23.8	100.0
Total	63	100.0	100.0	

Item 8 “I write down any ideas that I got during pre-writing”. There were 1 student (1,6%) disagreed, 16 students (25,4%) undecided, 31 students (49,2%) agreed and 15 students (23,8%) strongly agreed.

Table 4.12
Result of analysis item 9

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	9	14.3	14.3	14.3
Agree	39	61.9	61.9	76.2
Strongly Agree	15	23.8	23.8	100.0
Total	63	100.0	100.0	

Item 9 “Brainstorming helped me find ideas before writing an essay”. There were 9 students (14,3%) undecided, 39 students (61,9%) agreed and 15 students (23,8%) strongly agreed.

Table 4.13
Result of analysis item 10

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	8	12.7	12.7	12.7
Agree	31	49.2	49.2	61.9
Strongly Agree	24	38.1	38.1	100.0
Total	63	100.0	100.0	

Item 10 “I learn essay writing to more successful after graduated from university”. There were 8 students (12,7%) undecided, 31 students (49,2%) agreed and 24 students (38,1%) strongly agreed.

Table 4.14
Result of analysis item 11

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	2	3.2	3.2	3.2
Agree	26	41.3	41.3	44.4
Strongly Agree	35	55.6	55.6	100.0
Total	63	100.0	100.0	

Item 11 “I feel learning essay writing very important and useful”. There were 2 students (3,2%) undecided, 26 students (41,3%) agreed and 35 students (55,6%) strongly agreed.

Table 4.15
Result of analysis item 12

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	12	19.0	19.0	19.0
Agree	40	63.5	63.5	82.5
Strongly Agree	11	17.5	17.5	100.0
Total	63	100.0	100.0	

Item 12 “Teaching-learning agenda has given in the classroom accordance with the target of the lecture”. There were 12 students (19,0%) undecided, 40 students (63,5%) agreed and 11 students (17,5%) strongly agreed.

Table 4.16
Result of analysis item 13

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	3	4.8	4.8	4.8
Agree	34	54.0	54.0	58.7
Strongly Agree	26	41.3	41.3	100.0
Total	63	100.0	100.0	

Item 13 “Learn the theory before working the writing assignments”. There were 3 students (4,8%) undecided, 34 students (54,0%) agreed and 26 students (41,3%) strongly agreed.

Table 4.17
Result of analysis item 14

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	8	12.7	12.7	12.7
Agree	32	50.8	50.8	63.5
Strongly Agree	23	36.5	36.5	100.0
Total	63	100.0	100.0	

Item 14 “Understanding unity and coherence makes me easy to write an essay”. There were 8 students (12,7%), 32 students (50,8%) agreed and 23 students (36,5%) strongly agreed.

Table 4.18
Result of analysis item 15

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	1	1.6	1.6	1.6
Undecided	6	9.5	9.5	11.1
Agree	32	50.8	50.8	61.9
Strongly Agree	24	38.1	38.1	100.0
Total	63	100.0	100.0	

Item 15 “Making an outline is very important before writing an essay”. There was 1 student (1,6%) disagreed, 6 students (9,5%) undecided, 32 students (50,8%) and 24 students (38,1) strongly agreed.

Table 4.19
Result of analysis item 16

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	1	1.6	1.6	1.6
Agree	17	27.0	27.0	28.6
Strongly Agree	45	71.4	71.4	100.0
Total	63	100.0	100.0	

Item 16 “Increasing reading can to improve writing skills”. There was 1 student (1,6%), 17 students (27,0%) agreed and 45 students (71,4%) strongly agreed.

Table 4.20
Result of analysis item 17

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	1	1.6	1.6	1.6
Agree	29	46.0	46.0	47.6
Strongly Agree	33	52.4	52.4	100.0
Total	63	100.0	100.0	

Item 17 “Develop critical thinking skills”. There was 1 student (1,6%), 29 students (46,0%) agreed and 33 students (52,0%) strongly agreed.

Table 4.21
Result of analysis item 18

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	2	3.2	3.2	3.2
Undecided	14	22.2	22.2	25.4
Agree	35	55.6	55.6	81.0
Strongly Agree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Item 18 “I use certain strategies when writing an essay”. There were 2 students (3,2%), 14 students (22,2%), 35 students (55,6%) agreed and 12 students (19,0%) strongly agreed.

Table 4.22
Result of analysis item 19

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	2	3.2	3.2	3.2
Undecided	37	58.7	58.7	61.9
Agree	16	25.4	25.4	87.3
Strongly Agree	8	12.7	12.7	100.0
Total	63	100.0	100.0	

Item 19 “I could not compose sentences well in an essay”. There were 2 students (3,2%), 37 students (58,7%) undecided, 16 students (25,4%) agreed and 8 students (12,7%) strongly agreed.

Table 4.23
Result of analysis item 20

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	4	6.3	6.3	6.3
Undecided	9	14.3	14.3	20.6
Agree	28	44.4	44.4	65.1
Strongly Agree	22	34.9	34.9	100.0
Total	63	100.0	100.0	

Item 20 “I have difficulty using the correct grammar when writing an essay”. There were 4 students (6,3%) disagreed, 9 students (14,3%) undecided, 28 students (44,4%) agreed and 22 students (34,9%) strongly agreed.

Table 4.24
Result of analysis item 21

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	2	3.2	3.2	3.2
Undecided	18	28.6	28.6	31.7
Agree	28	44.4	44.4	76.2
Strongly Agree	15	23.8	23.8	100.0
Total	63	100.0	100.0	

Item 21 “It is difficult for me complete an essays on time”. There were 2 students (3,2%) disagreed, 18 students (28,6%) undecided, 28 students (44,4%) agreed and 15 students (23,8%) strongly agreed.

Table 4.25
Result of analysis item 22

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	3	4.8	4.8	4.8
Undecided	9	14.3	14.3	19.0
Agree	34	54.0	54.0	73.0
Strongly Agree	17	27.0	27.0	100.0
Total	63	100.0	100.0	

Item 22 “After writing an essay, I will edit and revise my writing”. There were 3 students (4,8%) disagreed, 9 students (14.3%), 34 students (54.0%) agreed and 17 students (27,0%) strongly agreed.

Table 4.26
Result of analysis item 23

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	24	38.1	38.1	38.1
Agree	32	50.8	50.8	88.9
Strongly Agree	7	11.1	11.1	100.0
Total	63	100.0	100.0	

Item 23 “I write an essay using proper vocabulary”. There were 24 students (38,1%), 32 students (50,8%) agreed and 7 students (11,1%) strongly agreed.

Table 4.27
Result of analysis item 24

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	5	7.9	7.9	7.9
Undecided	21	33.3	33.3	41.3
Agree	31	49.2	49.2	90.5
Strongly Agree	6	9.5	9.5	100.0
Total	63	100.0	100.0	

Item 24 “I prefer do writing activities in class”. There were 5 students (7,9%), 21 students (33,3%) undecided, 31 students (49,2%) agreed and 6 students (9,5%) strongly agreed.

Table 4.28
Result of analysis item 25

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Disagree	2	3.2	3.2	4.8
Undecided	22	34.9	34.9	39.7
Agree	30	47.6	47.6	87.3
Strongly Agree	8	12.7	12.7	100.0
Total	63	100.0	100.0	

Item 25 “I prefer do writing activities outside of the classroom”. There was 1 student (1,6%) strongly agreed, 2 students (3,2%) disagreed, 22 students (34,9%), 30 students (47,6%) agreed and 8 students (12,7%) strongly agreed.

Table 4.29
Result of analysis item 26

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	7.9	7.9	7.9
Disagree	14	22.2	22.2	30.2
Undecided	22	34.9	34.9	65.1
Agree	17	27.0	27.0	92.1
Strongly Agree	5	7.9	7.9	100.0
Total	63	100.0	100.0	

Item 26 “A writing class with a lot of assignments”. There were 5 students (7,9%) strongly disagreed, 14 students (22,2%) disagreed, 22 students (34,9%) undecided, 17 students (27,0%) agreed and 5 students (7,9%) strongly agreed.

Table 4.30
Result of analysis item 27

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	6.3	6.3	6.3
Disagree	13	20.6	20.6	27.0
Undecided	21	33.3	33.3	60.3
Agree	12	19.0	19.0	79.4
Strongly Agree	13	20.6	20.6	100.0
Total	63	100.0	100.0	

Item 27 “Teaching only by the lecturer and no activities by the students”. There were 4 students (6,3%), 13 students (20,6%) disagreed, 21 students (33,3%) undecided, 12 students (19,0%) agreed and 13 students (20,6%) strongly agreed.

Table 4.31
Result of analysis item 28

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	1	1.6	1.6	1.6
Undecided	15	23.8	23.8	25.4
Agree	31	49.2	49.2	74.6
Strongly Agree	16	25.4	25.4	100.0
Total	63	100.0	100.0	

Item 28 “I ask for help from lecturers in improving essay writing skills during learning”. There was 1 student (1,6%) disagreed, 15 students (23,8%) undecided, 31 students (49,2%) agreed and 16 students (25,4%) strongly agreed.

Table 4.32
Result of analysis item 29

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	3	4.8	4.8	4.8
Undecided	23	36.5	36.5	41.3
Agree	29	46.0	46.0	87.3
Strongly Agree	8	12.7	12.7	100.0
Total	63	100.0	100.0	

Item 29 “I study independently to improve writing skills during learning”. There were 3 students (4,8%) disagreed, 23 students (36,5%), 29 students (46,0%) agreed and 8 students (12,7%) strongly agreed.

Table 4.33
Result of analysis item 30

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	1	1.6	1.6	1.6
Undecided	21	33.3	33.3	34.9
Agree	29	46.0	46.0	81.0
Strongly Agree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Item 30 “I like to participate in activities / projects to improve essay writing skills”. There was 1 student (1,6%) disagreed, 21 students (33,3%) undecided, 29 students (46,0%) agreed and 12 students (19,0%) strongly agreed

Table 4.34
Result of analysis item 31

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Undecided	3	4.8	4.8	4.8
Agree	35	56	56	60.8
Strongly Agree	25	40	40	100.0
Total	63	100.0	100.0	

Item 31 “Essay writing courses make me easier to learn the next writing skills”. There were 3 students (4,8%) undecided, 35 students (56%) agreed and 25 students (40,0%) strongly agreed.

Table 4.35
Result of analysis item 32

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Disagree	3	4.8	4.8	6.3
Undecided	14	22.2	22.2	28.6
Agree	27	42.9	42.9	71.4
Strongly Agree	18	28.6	28.6	100.0
Total	63	100.0	100.0	

Item 32 “A lecturer with a traditional role (who controls everything in the class)”. There was 1 student (1,6%) strongly disagreed, 3 students (4,8%) disagreed, 14 students (22,2%) undecided, 27 students (42,9%) agreed and 18 students (28,6%) strongly agreed.

Table 4.36
Result of analysis item 33

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	1	1.6	1.6	1.6
Agree	32	50.8	50.8	52.4
Strongly Agree	30	47.6	47.6	100.0
Total	63	100.0	100.0	

Item 33 “A lecturer as a facilitator and mentor”. There was 1 student (1,6%) disagreed, 32 students (50,8%) agreed and 30 students (47,6%) strongly agreed.

Table 4.37
Result of analysis item 34

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Disagree	5	7.9	7.9	7.9
Undecided	13	20.6	20.6	28.6
Agree	29	46.0	46.0	74.6
Strongly Agree	16	25.4	25.4	100.0
Total	63	100.0	100.0	

Item 34 “I prefer handwriting an essay”. There were 5 students (7,9%) disagreed, 13 students (20,6%) undecided, 29 students (46,0%) agreed and 16 students (25,4%) strongly agreed.

Table 4.38
Result of analysis item 35

	Frequency	Percentage	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.2	3.2	3.2
Disagree	6	9.5	9.5	12.7
Undecided	20	31.7	31.7	44.4
Agree	26	41.3	41.3	85.7
Strongly Agree	9	14.3	14.3	100.0
Total	63	100.0	100.0	

Item 35 “I prefer typing an essay on a pc / handphone”. There were 2 students (3,2%) strongly disagreed, 6 students (9,5%) disagreed, 20 students (31,7%), 26 students (41,3%) agreed and 9 students (14,3%) strongly agreed.

B. Data Findings

In this section, the data finding of the study would be showed by tables. The research questions were “What are students’ needs of essay writing course at IAIN Palangka Raya?” and “What are students’ learning needs of essay writing course at IAIN Palangka Raya?”. The result of research on students’ needs of writing course at IAIN Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data.

From the data presentation on table 4.1 above revealed the result of the target needs and the students’ learning needs. Based on the specification, the questionnaires consist of 2 sections.

From the data presentation, it could be seen that the students’ demographic information dominated. The total number of 63 Students was made up of 49 females (77.78%) and 14 males (22.2%). Based on the age, it was around 18-21 years old (98.2%) and 22-25 years old (1.8%). Education consisted of *SMA* (58.7%), *MA* (17.5%), *SMK* (15.9%), and *Pesantren* (7.9%). And the last, the students’ learnt writing outside of classroom activities in a week (39.7%) of students said no and (60.3%) of students said yes.

Table 4. 39
General Statements of Writing

No. item	Statements	Percent	M	STD	Result
1.	I feel writing is challenging skill	60.3%	4.23	0.59	Agree
2.	Mastering writing not only facilitates me in learning but also in daily activities.	58.7%	4.06	0.80	Agree
3.	The influence of technology makes me not interested in writing.	41.3%	2.79	0.53	Undecided
15.	Making an outline is very important before writing an essay.	50,8%	4.23	0.69	Agree
16.	Increasing reading can improve writing skills.	49.2%	4.70	0.496	Agree

From the table 4.39 showed 60.3% students believe that writing is challenging skill but this skill also essential for the students' daily life. Therefore, the students were not very sure the technology motivated to learn more for writing. Last, 49.2% of students hope success through mastering writing.

Table 4. 40
The Students' Necessities

No. item	Statements	Percent	M	STD	Result
4.	In the future, I want to be able to continue my education abroad	81.0%	4.76	0.53	Strongly Agree
10.	I learn essay writing to more successful after graduated from university.	49.2%	4.25	0.671	Agree
11.	I feel learning essay writing very important and useful.	35%	4.52	0.56	Strongly Agree
17.	Develop critical thinking skills.	52.4%	4.51	0.53	Strongly Agree

From the data shown 58.7% of students felt mastering writing not only will help them in learning but also in daily activities. 35% of students felt learning essay writing very important and useful. 52.4% students agreed writing activity can develop critical thinking skills. The highest mean was 4.76, indicating that 81.0% of students have dream to continue their study abroad.

Table 4. 41
The Students' Wants

No. item	Statements	Percent	M	STD	Result
5.	It is easier to write an essay based on the topic we have set ourselves.	52.4%	4.41	0.69	Strongly Agree
6.	I prefer write an essay that relevant to local culture.	55.6%	3.49	0.74	Undecided
7.	I prefer write an essay that relevant to my daily activity.	54.0%	4.21	0.72	Agree
12.	The teaching-learning agenda that given in the class accordance with the target of the lecture.	63.5%	3.98	0.61	Agree
13.	Learn the theory before working the writing assignments	54.0%	4.37	0.58	Agree
14.	Understanding unity and coherence makes me easy to write an essay.	50.8%	4.24	0.66	Agree

Looking at the table (4.41) revealed that 52.4% students' interest wrote an essay that relate to daily activity and also more than a half of 63 students chosen a topic that relate to their daily activities. Meanwhile, 55.6% students were uncertain to write an essay about local culture.



For three others numbers, 63.5% students agreed the teaching-learning agenda that has been suitable. 54.0% students agreed before writing an essay, learning the theory is needed and 50.8% of students agreed understanding unity and coherence easier to write an essay.

Table 4.42
The Students' Lacks

No. item	Statements	Percent	M	STD	Result
19.	I could not arrange sentences well in an essay.	58.7%	3.48	0.76	Undecided
20.	When writing essays I have difficulty using the correct grammar.	44.4%	4.08	0.87	Agree
21.	It is difficult for me to complete an essay on time.	44.4%	3.89	.80	Agree
22.	I will edit and revise after finishing an essay.	54.0%	4.03	0.78	Agree
23.	I feel difficult write an essay using proper vocabulary.	50.8%	3.73	0.65	Agree

Looking at table (4.42) revealed 58.7% of the students were not very sure can arrange sentences well. The highest mean was 4.08, indicating that 44.4% of students difficult using correct grammar. For complete an essay on time 44.4% students felt difficult and 50.8% students agreed difficult write an essay using proper vocabulary. But, 54.0% students usually edit and revise after finishing writing.

Table 4.43
The Students' Learning Activity

No. item	Statements	Percent	M	STD	Result
24.	I prefer do writing activities in class.	49.2%	3.60	0.77	Agree
25.	I prefer do writing activities outside the classroom.	47.6%	3.67	0.80	Agree
26.	A writing class with a lot of activity	34.9%	3.05	1.069	Undecided
27.	Teaching only by the teacher and no activities by the students.	33.3%	3.27	3.27	Undecided
28.	I ask for help from lecturers in improving essay writing skills during learning.	49.2%	3.98	0.75	Agree
29.	I study independently to improve writing skills during learning.	46.0%	3.67	0.76	Agree
30.	I like to participate in activities / projects to improve essay writing skills.	57.6%	3.83	0.75	Agree
31.	Essay writing courses make me easier to learn the next writing skills.	56%	4.37	0.55	Agree
32.	A lecturer with a traditional role (who controls everything in the class).	42.9%	3.92	0.92	Agree
33.	A lecturer as a facilitator and mentor.	50.8%	4.44	0.59	Agree
34.	I prefer writing hand an essay.	46.0%	3.89	0.88	Agree
35.	I prefer typing an essay on a pc / handphone.	41.3%	3.54	0.96	Agree

The table above (4.43) presented students' response toward writing activity, 49.2% students agreed do writing activities inside the classroom and 47.6% do writing activities outside the classroom, it was indicating that students available both of these activities. 34.9% of students uncertain a writing class with

a lot of activity and 33.3% students also uncertain a teaching activity only by the teacher and no activities by the students. For improving writing activity, 49.2% of students ask for help from lecturers, 46.0% students independently and 57.6% students like to participate in activities / projects. 56% students agreed learning essay writing courses make them easier to learn the next writing skills. 50.8% students prefer a lecturer as facilitator and mentor than a lecturer with traditional role. The last, 46.0% students prefer writing hand an essay and 41.3% of students prefer typing an essay.

C. Discussion

As discussed in the previous part of this paper, to reveal the students' needs, it is important to find out some information related to the students' target needs and learning needs. This research provided students' demographic information to collect personal data of students. From 63 students, data findings showed that essay writing class dominated by female than male with percentage.

This research provided students' demographic information to collect personal data of students. From 63 students who has chosen by total sampling, the data finding showed that students' needs on essay writing course dominated by female than male with the percentage 77.8% females and only 22.2% males. Then, the average age of using social media sites was about 18-21 years old with the percentage 98.2%. Students' last educations were *SMA* with the percentage 58.7% and the majority of students usually have time in a week to learn writing outside of classroom with the percentage (60.3%).

Then, the result of the first research question “What are students’ needs of essay writing course at IAIN Palangka Raya?” where the data obtained from their necessities, wants and lacks.

1. Target Needs

a. Necessities

From the questionnaire, some questions were asking the students about the target or the necessities of the writing course. From the data shown 58.7% of students felt mastering writing not only will help them in learning but also in daily activities. As Glazier (1994, p.3) stated in English writing brings them benefits not solely in their English learning but also in their life-long careers (chapter II, p.16). That result was supported by Safitri’s (2017, p. 69) in her research found most of the students consider to get success for a future profession, this research also conduct in IAIN Palangka Raya.

From the data also revealed 81.0% students want to be able study abroad. It indicating that was the biggest goal of the students. This supporting by Alqunayeer & Zamir (2016, p. 90) 69% of the learners agree that they are studying English because they want to go abroad for study. Students/ learners are deprived of the opportunity to communicate in English in real life situations, consequently encounter more problems in using English as a language of communication. Concerning students’ decision of selecting their department in English, it is observed that they regard English as an exalted field. Most of the students want to improve their general grasp of the language in order to develop effective communication with the outside world, as they regard inefficiency in

using English language as a main hindrance in the way of their prosperity and progress. Their main aim to study English is general communication but when asked about their future, many students concern to their career and their future study.

b. Wants

From the questionnaire, some questions were asking the students about wants of the writing course. Specifically, it was relate the students' want to mastering the material of essay. Looking at the data shown some points the students' wants, 54.0% of students prefer to learn the theory before do the writing assignment and they refer to write an essay that the topic chosen by themselves and relevant to their daily life than topic about local culture. Topics and themes are the ones that can give benefits to students if they are appropriate to their needs and interests as Sheldon stated in Tjalla (2015, p.316) that the interesting topics will motivate students to understand them and find their meaning. 71.4% students felt through reading will improve their writing ability.

From this information, the researcher draws the conclusion that the opinion of the students of their wants of writing class, such as; most of them tend to learn theory before do writing assignment, write an essay that relevant to their daily activity and reading can facilitate them to increase their writing ability. It is supported by Nation and Macalister (2010, p. 29) wants mean learners have their own views about what they think is useful for them.

b. Lacks

The lacks in this research refer to the writings problem faced by students to write an essay. There were some problems that faced by students as mentioned in previous section (chapter II, p.19). Based on students response at table (4.41) revealed 44.4% of students felt writing essay using correct grammar and write an essay using proper vocabulary were the most difficult problems. In conclusion, we have seen that students got problems in the important components of writing, namely vocabulary, structure, and grammar. According Swales and Feak in Tjalla (2015, p.315) the students should aware that academic writing needs careful attention on the components since the readers are the ones who are quite knowledgeable about the academic writing style. As Safitri's (2017, p. 72) stated in her study the lecturer have to make a careful choice of topic and task to stimulate the interest of the students, so that they keep in line with the materials. Review essential vocabulary before the activity starts also important for the students to prepare for they learning

Others problem from students felt difficult to complete an essay on time. As Tuan (2010, p. 81) stated in the EFL classroom, students tend to be compelled to perform their writing tasks within a certain length of time. Thus, numerous students occasionally can not accomplish their tasks.

2. Learning Needs

The result of the second research question “What are students’ learning needs of essay writing course at IAIN Palangka Raya?” where the data obtained from their learning needs activity in writing class. Looking at table (4.42) 57.6% students more interesting participates in activity / projects to improve their writing skill than individually. The research also found in term place, the students prefer do writing activities in the classroom than outside of classroom. The result was in contrast to the found of Tjalla et. al., (2015, p. 317) their study found 50.3% the students choose write outside of classroom. I indicated students are more interesting to do writing activities outside the classroom than in the classroom. Others result of this research was 50.8% students has agreed the lecturer as a facilitator and mentor in the classroom, looking at this we can conclude that the traditional role (the lecturer who controlling anything in the class) was not relevant now. It was support by Safitri’s in her research revealed students (79.17%) want the teacher as the facilitator and guide.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the conclusion of the data and the suggestion of the data.

A. Conclusion

The study was aimed to know the target needs of students that was include necessities, wants and lacks; and also the learning needs. It was conducted to the 3rd semester students at English Education Study Program of IAIN Palangka Raya academic year 2018/2019.

1. Target Needs

- a. In term necessities, most of students want to be able study abroad and mastering writing for them in daily life not only in the learning activity.
- b. In term wants, Students prefer to learn the theory before do the writing assignment and they refer to write an essay that the topic chosen by themselves and they also felt write an essay with relevant to their daily life interesting for them.
- c. In term lacks, in conclusion, the students got problems in the important components of writing, namely vocabulary, structure, and grammar.

2. The Learning Needs

For the learning Needs, students has agreed the lecturer as a facilitator and mentor in the classroom. The research also found in term place, the students prefer do writing activities inside of the classroom than outside of classroom.

B. Suggestion

1. For the learner

The students can make a group and make a fun project together to facilitate improving essay writing skill. If the students feel reading will increase their writing ability, the students should practice it.

2. For the lecturer

Based on the data found, there were some material of writing that important to learn in classroom based on students' opinion, the students felt suitable to the class with the lecturer as a facilitator and mentor. On the other hand, it does not matter they learnt inside or outside of the class. The lecturer can create the material or preferred classroom relevant to the students' needs.

3. For the other researcher

This research is trying to find the information about the needs of the students in essay writing course. The researcher here did not very specific, both the activity or the material. So, the researcher suggests to the next researcher will do case study research, and the researcher hopes the next research can be better than this research, and this research becomes a reference for the next researcher who takes this term.

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