

## TARGET NEED INTERVIEW IN DEVELOPING TEACHING ENGLISH ESSAY MATERIAL BASED ON BRAINWRITING STRATEGY

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### Abstract

The study in this research is an interview in needs analysis of students and lecturers or target needs to determine the basis to be used in developing a product in the form of teaching essays in English. Analysis of this need is a step or procedure that must be done in research and development. The procedure in this research is interview. This research was conducted at an English Education Program at STKIP Kusuma Negara Jakarta. One of the motivation of researcher to conduct this research is the existence of information on the ability of most students in writing English essays that are still below the average and one reason is because the English essay writing material used is less interesting and difficult to understand, so students not interested in studying thoroughly. With this, researcher was inspired to develop teaching material models for writing essays in English. One of the procedures carried out in developing the teaching material is needs analysis. Based on the target needs interview, the researcher found the characteristics of teaching materials in writing English essays needed by students and lecturers, these characteristics are almost similar to the characteristics of brainwriting learning strategies. Thus a brainwriting strategy will be integrated into the preparation of English essay writing teaching material.

**Keywords:** *Target needs interview, English essay writing material, brainwriting strategy*

### INTRODUCTION

The concept of teaching material that is understood by most people is in the form of textbooks or book used for training or courses that directly refer to a material. But the concept is actually is a set of teaching material that refers to anything that is used by the teacher or lecturer in the learning process. Not only in the form of textbooks, but also teaching material be in the form of VCDs, videos, pictures, dictionaries, grammar books, you tube, or others. In addition, teaching materials can be taken from the results of photography, newspapers, television, and so on. Based on this, it can be concluded that the teaching material is anything in any form that is used by the teacher or lecturer in the learning process which aims to improve student knowledge.

Teaching material leads to everything that is used by lecturers and students to facilitate language learning to improve language knowledge and experience, for example essay writing skills. While the development of teaching material is what is done by writers, instructors or students to provide input sources of various experiences designed to improve language learning (Tomlinson, 2014).

Teaching material is very important to convey to students. With legal and technological norms as approved content, industrial registration courses are the basic courses in an approved curriculum. It serves to foster the ability of students to work in various professional posts that are in accordance with standards and norms. Developing work-oriented and project-based teaching materials is a trend of

curriculum reform in vocational schools (Ding, 2014). The importance of teaching material also stated in research conducted by Brownsword that teaching material is very important for the achievement of teaching goals. With legal and technological norms as the main content, industrial regulation courses are the basic courses in the framework curriculum. It serves to foster the ability of students to work in various professional posts that are in accordance with standards and norms (Brownsword, 2013).

In this study, why teaching materials for writing essays in English were used as the object of research, because based on observations related to teaching material writing English essays given to students was only a presentation slide and based on information from several students they found it difficult to understand the material given to students. In addition, the researcher obtained data on learning outcomes in writing student essay which is still below the minimum value determined by the campus.

Based on the statement above, researcher inspired to carry out research by developing teaching materials to write English essays that were tailored to the needs of lecturers and students. Thus the English essay writing material developed can reach the target and can be used by students and lecturers and can improve the ability of students to write English essays

The research focus is on a preliminary study precisely on the analysis of the needs of students and lecturers related to English teaching materials. This is intended so that in the preparation of teaching material writing English essays can be combined with a basis that is a strategy or learning technique. Based on the analysis of the need for teaching material,

writing this essay in English is different from the usual teaching material. The preparation of teaching materials for writing English essays will be prepared on the basis of learning strategies whose characteristics are similar to the characteristics of the teaching material needed by students.

## **METHOD**

The method in this research is basically a mixed method or mix method in research and development, only focused on one of the stages in it, namely interview on needs analysis. Analysis of teaching material needs is a matter that must be done in research and development, this is a very important and fundamental activity in the development of curriculum material, and also in the development of teaching materials. Need analysis or also called need assessment in a language learning program, not only identifies learner needs, but also those related to the language itself and determining goals and objectives. Goals are general statements related to the ability to be achieved and meet the needs of learners. While objective is the ability that must be mastered by the learner to achieve the goal (Brown, 2003).

Respondents taken for interviews were lecturers and students of English study education programs. Lecturer respondents were as many as five lecturers who taught writing 3 courses in English language education programs. The student respondents were 15 people, of which five were students who were studying kulish writing 3, five were students who had taken writing 3 and five were alumni of the English education study program.

## **RESULT AND DISCUSSION**

### ***Result***

#### **Interview with the lecturer who teaches writing 3**

Based on the responses of the five lecturer informants from the interview results, the teaching material for writing English essays that are being used is assessed: (1) Teaching material for writing essays in English that is being used based on the content of the teaching material is not yet in accordance with the syllabus used on the campus. also the material given by the lecturer to students is a slide in the form of power points whose material is taken from several sources including from the internet. There is one lecturer who uses textbooks but the book used by the lecturer is considered too high in the level of difficulty to be given to S1 students. (2) teaching materials for writing English essays are made in accordance with the learning objectives stated in SAP writing 3 courses, but because they are in slides, they are not as perfect as teaching materials in the form of books in general; (3) The material for writing English essays delivered by lecturers is made only for each meeting. Students cannot see what form of teaching material is written in an English essay that they will discuss for the next meeting, they only know what topics are discussed at the next meeting. The ability of students in writing English essays is still a lot of students whose grades are below the target. The results of interviews with lecturer respondents in writing III can be seen in the appendix (Inggris, n.d.)

#### **Interview Results with Students Taking Courses Writing 3**

Questions asked to students who are taking writing 3 courses are as many as seven questions. The information about

teaching materials for writing essays in English resulting from interviews with students who are taking 3 subjects include: a). learning to write English essays in one semester is only studied once in one semester, namely at the sixth meeting. This is in accordance with the SAP used by lecturers. Topics that dominate writing 3 courses are paragraph writing and thesis proposal writing; b) Teaching material for writing English essays used by lecturers is in the form of slides that are directly presented by lecturers, while with a special book for writing essays in English is only shown or is only directed as a reference in learning English essay writing: c) controlled with relation teaching material writing essays in English with the syllabus used, students do not really understand, because what they know they only learn to write English essays in one semester is only one meeting: d) based on the teaching materials currently used, students have several desires related to the teaching material they want to support learning English essay writing, while the English essay writing material they want includes: 1. English essay writing material in accordance with the existing SAP and syllabus, 2. There must be clear learning objectives in teaching material writing essays in English, 3. To pik discussed on essay writing tailored to the topic of the student mastered, 4. Equipped with a clear English essay writing theory, 5. Equipped with simple and clear essay examples, 6. In teaching materials equipped with techniques or strategies that can motivate, make students confident in writing, given enough time to bring ideas, and correction space from friends or lecturers.(H. W. mahasiswa yang sedang mengampu M. writing III, n.d.)

### **Results of Interviews with Students Who Are Educating Writing 3**

The results of the interviews with students who had taken writing 3 courses were five people taken from different classes, information related to teaching material writing essays in English as follows:

1). Based on the information obtained related to learning essay writing in English, when they study in writing 3 courses they have only one meeting in one semester, but there are also two or three times in one semester. In SAP, which is shown to students, there is only one meeting in one semester, but there are some lecturers who redesign SAP who make learning to write essays that initially only one meeting but they change into 2 or three meetings per semester: 2). Regarding the results of learning English essay writing, most students still felt confused about how to write good essays, they felt that the meetings they had at that time were lacking to help them improve their ability to write English essays: 3). When they learn to write a short English essay, they still feel confused about how to write a good English essay, the procedure or stage of writing an essay they remember to forget, what they find most difficult is to put their ideas in writing. In addition, students are also asked by lecturers to write topics that they are not very good at, even though they really want to improve their ability to write their English essays. Students want to be trained when writing their thesis so that they are good at writing their thesis well 4). Regarding the teaching material for writing English essays, it is the same as the information obtained from students who are taking the writing 3 course that the lecturer presents teaching material in writing English essays with presentation slides, and

the lecturer gives references taken in making the slide to students, this is because in one semester there is only one learning essay writing in English and there is no specific textbook used to learn to write English essays; 5). Linkage of teaching materials to write essays with syllabus, is assessed accordingly 6). Students who have written writing 3 want easy-to-understand English essay writing teaching material, which is equipped with explanatory theories of English essay writing and accompanied by examples of writing essays in English, and given exercises in which the topic is based on the level of understanding of students, and they want enough time to learn to write English essays. In addition, they also want a correction sheet for the essay results that they wrote both from their own friends and from the lecturers( hasil wawancara dengan mahasiswa yang sudah mengampu M. writing III, n.d.)

### **Results of Interviews with Alumni Students who have been teaching courses 3**

In addition to students who are still actively studying at the English Language Education Study Program at STKIP Kusuma Negara, to obtain stronger data and seek information related to the contribution of writing essays in the real world or work, the researchers took the initiative to interview five alumni students. The results of interviews from alumni informants are as follows:

1). Learning English essay writing based on four informants from randomly selected alumni students all said that they learned to write English essays only once in one semester at the sixth meeting, at the first and fifth meetings they concentrated on writing text. After learning to write their

English essay after that they are midterm and proceed with writing a thesis proposal then the final semester exam;2). Their understanding of writing essays in English, according to them writing English essays is quite complicated and complicated, besides they have to write at least five paragraphs, they are also constrained in putting their ideas into writing. According to them the frequency of the lecture given by the lecturer is a topic that they don't know, so they are confused about what to write. Besides that they are also constrained in the mastery of English vocabulary: 3). Regarding the contribution of learning to write English essays in writing student thesis at that time, alumni informants said that they were quite helpful in writing paragraphs of arguments or opinions, but they also did not understand how their writing actually was. The contribution of writing essays in the world of work so far they have not been able to feel the benefits; 4). Regarding the constraints or complaints to the four alumni student informants, they said that when they learned to write an English essay at that time, because only one meeting in their semester was only a few aspects they understood, for example they only understood the many paragraphs that must be written in an essay the rest they forget. They are difficult in expressing ideas, besides the vocabulary they have is not too much, they are also controlled in how to write good and correct essays 5). Regarding teaching material for writing essays in English which was used at that time, it was only a slide that was presented by lecturers and there was a group of students assigned to present the method of writing a good English essay without the practice of writing essays in English; 6). When asked about the alignment of teaching material in writing English essays

used with the syllabus, they answered they forgot; 7). Regarding teaching materials that they want to support the learning of effective English essay writing, they want a special book for writing English essays that can motivate and improve students' ability to write essays in English. For example the topic chosen is a topic that is familiar and is equipped with clear essay writing and the existence of exercises equipped with a correction sheet. In addition, students want to increase the number of meetings in one semester so that they can study carefully5). Regarding teaching material for writing essays in English which was used at that time, it was only a slide that was presented by lecturers and there was a group of students assigned to present the method of writing a good English essay without the practice of writing essays in English; 6). When asked about the alignment of teaching material in writing English essays used with the syllabus, they answered they forgot; 7). Regarding teaching materials that they want to support the learning of effective English essay writing, they want a special book for writing English essays that can motivate and improve students' ability to write essays in English. For example the topic chosen is a topic that is familiar and is equipped with clear essay writing and the existence of exercises equipped with a correction sheet. In addition, students want to increase the number of meetings in one semester so that they can study carefully(Jakarta, n.d.).

### ***Discussion***

Based on the results of interview on students and lecturers we found several characteristics of the three components from the interview result that describe the type of base to be combined in making English writing teaching material.

Characteristics of English essay writing materials needed and desired by students in general lies in the freedom to express ideas in writing, requires sufficient time to write, supportive situations, selection of themes that are in accordance with student knowledge, division of ideas, and opinions or opinions. input on the results of essay writing from peers and lecturers. These characteristics are found in one of the learning strategies devoted to writing, namely brainwriting strategies.

The characteristics of brainwriting strategies are similar to the characteristics of teaching materials in writing English that are interested in students, so researchers are inspired to develop teaching materials for writing English essays based on brainwriting strategies.

Research that uses brainwriting strategies to improve student writing skills is also done by Virdyna (Virdyna, 2016), but the difference lies in the brainwriting function itself. In this study, the brainwriting strategy used in the writing learning model as well as the research conducted by azwah brainwriting used in poetry writing learning models (Azizah, 2015). Another study related to brainwriting is research that is conducted to improve brainwriting decision making models (박형준 & 고은희, 2002), whereas in this study brainwriting was used in combining the characteristics of brainwriting strategies in developing teaching materials for writing essays in English. research on the development of teaching materials whose basis is determined through needs analysis is research conducted by Wahyuni, based on the results of Wahyuni's needs analysis using the CTL approach in developing writing teaching material (Wahyuni, 2017)

also in research (박혜옥, 2014)..

The results of this study are knowing the needs of students and lecturers in teaching English writing essays so that steps can be taken in the next step, namely the development of teaching material models for writing English essays on a basis that is in accordance with the results of the needs analysis. Furthermore, when the teaching material has been written in writing English essays that are appropriate and through expert tests, the teaching material can be implemented in the field with the aim of contributing to improving the ability to write student English essays. By knowing the needs of students and lecturers for teaching English writing essays, teaching materials will also be created in accordance with what is needed, based on the results of the needs analysis. It can be concluded that the teaching materials will be combined with learning strategies, namely brainwriting strategies. This will also be able to contribute to the ability of students to write English essays.

## CONCLUSION

In developing research products or in this case the product is in the form of teaching material writing essays in English, then the most basic thing that needs to be done is to analyze the needs of users, this is so that the intended product is targeted and can fulfil the objectives of the production program, If there is a similar study, it is highly expected to carry out an analysis of user requirements as a whole so that the desired goals are met properly. The shortcomings in this study are that in the respondent's survey or sample only 30% of the total number, it would be nice for all users to be the respondent of the needs analysis to produce a comprehensive

statement. It is desirable that this study can provide benefits to aspects of research in education and is recommended as a reference for development research.

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