THE STUDENTS' NEED IN WRITING SKILLS

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ABSTRACT

Objective of this research was to find out the need of the third semester students of English Department of FKIP UKI Toraja in academic 2014/2015. Significant of this research expected to be useful information for lecturer and students in writing skills. In this research the writer used quantitative method to describe the need of the third semester students of English Department of FKIP UKI Toraja in writing skills. The population of this research was the third semester students of English Department of FKIP UKI Toraja in academic 2014/2015 consist of 132 students, because the number of population was big so the writer only took 28 students as a sample (cluster sampling). In collecting the data the writer used one part of instruments, namely: Questionnaire. Questionnaire significan to find out the students' need in writing skills. Based on the result of analysis the data showed that the students need in writing skills are: (a)Using correct punctuation and spelling, (b)structuring sentences, (c)appropriate vocabulary, (d)the knowledge of vocabulary, (e)expressing ideas appropriately, (f)developing ideas, (g)organizing paragraph (h)the overall writing ability, (i)the creative writing, (j)the essay writing, and (k)writing introductions and conclusions.

Key terms: Writing, students' needs

Introduction

In teaching English, there are four skills, namely : listening, speaking, reading and writing. Speaking and writing are productive skills. Listening and reading are receptive skills. In this research the writer focus to writing. Writing is one of the English skills is very difficult, that should be taught besides the other skills and writing important because writing to describe the experience, to exchange the experience and to organize the experience are the most significant for the human life. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. The process of writing integrates visual, motor and conceptual abilities. Writing is an important form of communication in day to day life, but it is especially important in secondary school and university. Writing is also one of most difficult skill to master in both a first language and second language. When we write assignments that may be one paragraph or several paragraph and we will write answers for tests and exams that may be a few sentences, a paragraph or two, or a complete essay.

In writing there are many kinds of problems that encountered by students. They are sometimes to confuse determine sentence and also they need some ways in writing skills. In writing good of student require several things which must be used so that written article can be of benefit to reader. Therefore, the writer will look for the what are needed in writing skills so that they can write is good.

Some previous study partinent to the use, they are : The first, Herlina (2011) with title: *"An Analisys of Students in Writing Sentences".* Skripsi faculty of Tarbia and Teacher Traning Syarif Hidayatulla States Islamic University Jakarta. The result of the research showed that the students are still confused in using subject-verb agreement whether is it singular or plural especially when the subject is in noun phrase form, the transformation between bar invinitive into preterit particularly irragular verb, and usege and sentence pattern of the fourth tenses. The second, Mantong (2012*)* with title: *"The Difficulties Faced By The Eight Years Students of SMPN 3 Sesean in Writing Paragraph Through Sequence of Image".* Thesis faculty of teacher training education, Christian University of Indonesia Toraja. The result of the data analysis shows that the eight years students of SMPN 3 Sesean the difficult in writing a paragraph through sequence of image.

Herlina with an analisys of students in Writing Sentences and Mantong with the difficulties in writing paragraph through sequence of image, while this research the writer wants to know what are needed of the third semester students of English Department of FKIP UKI Toraja in writing skills.

Bram (1995:3) defines that :"writing is producing or reproducing written message. It is an active procces to organize and formulate

the ideas on he paper. Therefor, before we writing we need to determine what to write should have something meaningful to convey". According to Harmer (1993:213) says that: "writing is a media of communication through writing messege". Lindblom defines "writing as a way of learning to focus our mind on important matters and learning about them". According to Pardioyo in Mantong (2012) says that : writing is the art of writing and develep ideas or massages between the one sentences, while to Chatrine (2002:1335) writing is the activity or skills of writing any a sequence of letters or symbols forming coherent words. According Wagnalls and Funks in Kabe (2010) says that "writing is to trave on inscribe (letters, words, numbers, symbols, ect) on a surface with pen or pencil or by other means", while according to the basic, writing is the act of putting letters, symbols, or words on paper or a computer screen. Writing used to express and explain in ideas and also the expression of language in the form of letters, symbols, or words. These definitions, the writer can be a concluded that writing is chence (ability) to express ideas feeling and opinion in a written test as an important rule in huma communication. The Student's Need In Writing Skills

The term need analysis' has featured prominently in the literature of language teaching in the last 1920s (example. Hutchinson and Waters 1987; Robinson 1980 and 1990; Richard 1990; Johnson 1989) most of them have focused on learners' communicative needs but teachers' needs are treated as a part of situational analysis that is general parameters of a language program. The question deals with whose needs analysis, Tomlinson (1998:240) asks a question is How are 'needs' defined in literature? In terms of :

a. Ownership (whose needs are they?)

b. Kinds (what kinds of needs are identified?)

c. Sources (what are the sources for the needs?)

Furthermore Richards (2001:54) 'needs' is the term used to refer to "want, desires, demands, expectation, motivations, lacks, constraints, and requirements". It was introduced largely through ESP movement" the demand for specialized language program grew and applied linguistics increasingly began to employ needs analysis procedures in language teaching in 1960s, then in 1980s, in many parts of the world a "need based philosophy" emerged in language teaching, particularly in relation to ESP and vocational oriented program design.

Brindley (1984:28), the term 'needs' is sometimes used to refers *wants, desires, demands, expectations, and motivations, lacks, constraints, and requirements*. Needs are often described in terms of a linguistic deficiency, it means that describing the distinguishing between what learners can do in a language and what he or she should be able to do. It means that 'needs' have real objectives and wait to be identified and analyzed. Oppositely Briedley (1984:29) has a different perspective, that is. "needs is not a thing that exists and might be encountered ready-made on the street." It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices. What is identified as a need is dependent on judgment and reflects the interest and values of those making such as a judgment. Teachers, students, employers, and other stakeholders may have different opinions to what *needs* are.

Hutchinson and Waters (1987:54) identify target needs and learning needs where *target needs* are what the learners' needs to do in

target situation and learning need are what the learners' needs to do in order to learn. Target needs include *necessities, lacks* and *wants*. *Necessities* refer to the type of needs determined by the demand of target situation, that is, what the learner has to know in order to function effectively in the target situation, *lacks* refer to the gaps between what the learner knows, and *wants* are interpreted as what are the learner thinks their needs.

a. Target needs
Further, Hutchinson and Waters (1987:55) divided "needs" into two divisions 'target need and learning needs'. Target needs is a term, which in practice hides, a number of important distinctions. Hutchinson and Waters further look at the target situation in terms of 'necessities, lacks, and wants'. *'Necessities'* is 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. For example, a businessman might need to understand business letters to communicate effectively at sales conferences, to get necessary information from sales catalogues. He or she is also need to know the linguistic features, discoursal, functional, structural, lexical which are commonly used in the situation identified. It is a matter of observing what situations the learners will need to function in and then analyzing the constituent parts. *'Lacks'* is a need in which, what the learner already knows, so that we can decide which of the necessities the learners lacks. On target situation necessity might be to read text in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency of the learner, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lack (Hutchinson,

Waters and Breen 1979). *'Want'*. So far, we have considered target needs only in an objective sense, with the actual learners playing no active role. But the learners too have a view as to what their needs are Richterich (1984:29) comment that "a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment."

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation on the various participants in the learning process.

b. Learning needs

Till now we have considered needs only in terms of target situation needs.

The question What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation? It is guide us to understand the learning needs.

To understand what is mean by learning needs, let us look a little more closely at what happens in the target situation, the ESP course designers is asking the question What does the expert communicator need to know in order to function effectively in this situation? This information may be recorded in terms of language items, skills, strategies, and subject knowledge.

What the analysis cannot do, however is show how the expert communicator learn learnt the language items, skills and strategies that he or she uses. Analyzing what people do tells you little, if anything, about how they leant to do it. Yet, the whole ESP process is concerned not with knowing or doing. It is a naïve to think that journey can be planned solely in terms of the starting point and the destination. The needs potential and constraints of the route must also be taken into account, if we are going to have useful analysis of learning needs.

From explanation above the writer will conduct the research entitle: **"THE STUDENTS' NEED IN WRITING SKILLS."**

The research above, the writer formulates the problem statement as follow: What are needed by the third semester students of English Department of FKIP UKI Toraja in writing skills?

The objective of this research is to find out the need of the third semester students of English Department of FKIP UKI Toraja in writing skills.

Methodology

This research conducted at UKI Toraja on Jl. Sudirman No. 9. Makale. Tana Toraja. South Sulawesi.

In this study, the data derived from two types, primary source and secondary source.
1. Primary Source
   The primary source taken from the third semester students of English Department of FKIP UKI Toraja.
2. Secondary Source
   The secondary source the writer will be gotten from information from the others, such as source as library, internet and some book.

The population of this research was the third semester students of English Department of FKIP UKI Toraja in academic year 2014/2015. It consist of 132 students and spread out into five classes. And selected respondents

The instruments that used in this research namely Questionnaire. In collecting

the data the writer used library and field reseach. The data was obtained from the test analyzing by using the following procedure : The technique of data analysis use by the writer is descriptive analysis technique (percentage) to get relative frequency as follow :

$$P = \frac{F}{N} \ x \ 100$$

Where :
P = Percentage
F = Frequency
N = Number of repondents

Finding And Discussion

This chapter showed the presentation of the data analysis of the questionnaire that was done to the third semester students of English Departmemt of FKIP UKI Toraja in academic year 2014/2015.

In collecting data, the writer administrered a questionnaire presented by the writer for the students need in writing skills. The result of the data can be follow:

According to Harmer (2004:86) writing is a process that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. Jacob (2011:5) state that there are five significant component in writing. They are, content, organization, vocabulary, language use and mechanics. Those aspect are too important to master in order to be able to produce a good writing. Good writing is the writings that easy to understant, the main point well stated and of course has the componens of writing. One of the way to know how far students be able to produce a good writing, they are must know the need in writing.

Therefore, based on the result of the data showed that:

1. The students choose *very important* of the data above, as follows: Using correct punctuation and spelling, Structuring sentences, Using appropriate vocabulary, Essay writing and The knowledge of vocabulary

2. The student choose *important* of the data above, as follows: Organizing paragraph, Organizing the overall assignment, Expressing ideas appro-priately, Developing ideas, Expressing what you want to say clearly, Addresing topic, Adopting appropriate tone and style, Following instructions and directions, Evaluating and resing your writing, The overall writing ability, Completing written task (e.g., exam, tests) witihin the time available, The creative writing and Writing intro-ductions and conclusions.

Conclusions

Based on the findings and discussions that described previously the writer took the conclusions that: the students' need in writing skills are as follows

Structuring sentences, Appropriate vocabulary, The knowledge of vocabulary, Expressing ideas appropriately, Developing ideas, Organizing paragraph, The overall writing ability, The creative writing, The essay writing and Writing introductions and conclusions.

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