

# Utilizing Needs Analysis to Explore Indonesian Senior High School Students' Needs in Writing Analytical Exposition

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## Abstract

Writing is one of the language skills that senior high school students in Indonesia seek to develop. One of the genres that students are required to learn is analytical exposition writing. However, present studies have found that students still frequently struggle to write this kind of text. The present study investigates the use of needs analysis to determine the needs of students in writing analytical exposition. The study was conducted with quantitative research which employed survey methodology. The instrument used was a questionnaire. The participants were 35 male and female eleventh grade students in one public school located in Bogor, West Java, Indonesia. The results showed that in terms of present situation analysis, students perceived studying writing as being very important. Moreover, the results from target situation analysis showed that students have the highest needs in using the present tense correctly, collecting evidence in research to gather data, elaborating ideas in pre-drafting, linking the sentences with conjunctions, and brainstorming, taking notes, and outlining ideas in pre-writing. In contrast, students considered publishing, revising and editing, as well as reflecting on the writing lessons, as moderately needed in the process of learning to write analytical exposition text.

**Keywords:** analytical exposition writing, needs analysis, present situation analysis, target situation analysis

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## การใช้การวิเคราะห์ความต้องการสำรวจความต้องการในการเขียนเชิงอธิบาย ของนักเรียนมัธยมศึกษาตอนปลายในประเทศอินโดนีเซีย

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### บทคัดย่อ

การเขียนเป็นหนึ่งในทักษะทางภาษาที่จำเป็นสำหรับนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย การเขียนเชิงอธิบายเป็นการเขียนประเภทหนึ่งที่นักเรียนมัธยมศึกษาตอนปลายในประเทศอินโดนีเซียต้องเรียน อย่างไรก็ตามงานวิจัยต่างๆ ในปัจจุบันพบว่านักเรียนยังคงประสบปัญหาการเขียนงานเขียนประเภทนี้ งานวิจัยนี้ได้ศึกษาการใช้การวิเคราะห์ความต้องการเพื่อสำรวจความต้องการในการเขียนเชิงอธิบายของนักเรียนโดยใช้แบบสอบถามในการสำรวจข้อมูล กลุ่มตัวอย่างคือนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 จำนวน 35 คน ของโรงเรียนมัธยมแห่งหนึ่งของรัฐโบกอร์ เกาะชวาตะวันตก ประเทศอินโดนีเซีย ผลการวิจัยจากการวิเคราะห์สถานการณ์ปัจจุบันแสดงให้เห็นว่าผู้เรียนเห็นความสำคัญของการเรียนรู้การเขียนมาก นอกจากนี้ผลจากการวิเคราะห์สถานการณ์เป้าหมาย แสดงให้เห็นว่านักเรียนมีความต้องการสูงสุดที่จะใช้กาลปัจจุบัน (Present Tense) ได้อย่างถูกต้อง ที่จะเก็บหลักฐานจากการค้นคว้าเพื่อรวบรวมข้อมูล ที่จะขยายแนวความคิดก่อนการร่างงานเขียน ที่จะเชื่อมโยงประโยคด้วยคำสันธาน ที่จะระดมความคิด จดบันทึก และวางแผนโครงแนวคิดก่อนการเขียน ในทางกลับกันในกระบวนการเรียนรู้การเขียนเชิงอธิบายนักเรียนมีความต้องการระดับปานกลางในการตีพิมพ์ การทบทวนและแก้ไข และการสะท้อนคิดต่อบทเรียนการสอนการเขียน

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## Introduction

Indonesia considers English to be one of the most significant foreign languages to be taught and learned in school, from elementary through university levels (Lauder, 2008). The current English curriculum in Indonesia emphasizes the development of four language skills in students, and writing is one of the skills that is focused on, particularly for senior high school students. The rationale for this is that the English curriculum in Indonesia adopts a genre-based approach, requiring students to study a variety of writing genres in their English classroom (Budairi, 2017). One of the genres in writing that senior high school students learn is analytical exposition. Djuharie and Supeni (2018) who wrote an English textbook for the 11<sup>th</sup> grade of Senior High School in Indonesia, stated that analytical exposition is one of the argumentative texts which presents some supporting ideas on why a particular writer's opinion is important. The opinion is formulated in a thesis statement which needs to be proven by supporting arguments.

It is vital for students in Indonesia to learn how to write analytical exposition text at this level. Nurjanah (2018) argued that analytical exposition text can enhance students' skills in providing arguments based on factual information. In addition, Zuliani and Sakti (2021) stated that students can shape their critical thinking ability about current phenomenon through learning analytical exposition. However, given the importance of learning analytical exposition in writing class, students are still faced with difficulties when writing this genre in the classroom. The results from the 2019 National Exam in Indonesia showed that the average score result of the English test of senior high school level in terms of text structure was 51.04 percent, and the tested indicator showed that students had the lowest score in identifying problems in exposition text in appropriate context, writing supporting arguments, and restating the problems in the conclusion from the exposition text (Center of Education Assessment Ministry of Education and Culture, 2019). Furthermore, a study conducted by Garintama (2018) found that there has been an inconsistency in students' writing in terms of the paragraph structure and inconsistency in using conjunctions when writing analytical exposition text. Second, Elfa (2020) found that sixty percent of eleventh grade students in a public school located in Riau, east-central Sumatra, were still unaware of the paragraph structure of analytical exposition text, which consists of thesis statement, argument, and conclusion. Moreover, the difficulty was elaborated in terms of putting appropriate words into sentences due to a lack of knowledge of vocabulary. Faradila (2021) noted that high school students who became her participants struggled to understand the content or the topic discussed when

writing analytical exposition text. Finally, Septiani et al. (2020) highlighted that eleventh grade students have difficulties with writing elements such as organization and mechanics. In addition, her study noted that students reported that the instruction received was too teacher-centered; thus, students had few opportunities to study in groups and practice writing this kind of text.

A plausible solution to the problems mentioned above is to incorporate needs analysis into the classroom. The use of needs analysis is considered beneficial as it enables teachers to acquire an in-depth knowledge of the current and future requirements of students from multiple perspectives. This understanding assists in making informed decisions regarding the goals and objectives of the upcoming curriculum, as well as ensuring that the curriculum content is in accordance with the needs of the students (Cowling, 2007). In addition, needs analysis can also serve as a means of identifying the challenges that students face during the process of learning, as well as their perspectives on the dynamics of learning and teaching within the classroom setting (Richards, 2015). Several studies have demonstrated the advantages of employing needs analysis in the writing classroom, particularly within the Indonesian context (Ilham et al., 2020; Ma'rufah et al., 2021; Sabarun, 2019; Sakkir et al., 2021). However, it is worth noting that although past research has highlighted the benefits of needs analysis, these studies have primarily concentrated on the use of needs analysis inside university settings, with a specific emphasis on enhancing the general writing skills of undergraduate students. Furthermore, despite Richards' (2015, p.562) assertion that young learners may not possess readily recognized needs, it remains crucial to recognize the needs of high school students, particularly in a writing course focused on the study of a specific genre of English writing. The notion presented is corroborated by a study conducted by Husain (2022), in which it was stated that conducting a needs analysis for high school students is vital in order to ascertain the challenges encountered by students and to provide appropriate solutions to these challenges within the context of writing activities at this particular level. Furthermore, according to the Ministry of Education and Culture Regulation No.32 in 2013 regarding the National Education Standard for English subjects, it is outlined that the learning process should prioritize the students by adopting a learner-centered approach. Therefore, it is of the utmost importance to prioritize the needs and perceptions of students in writing activities.

Therefore, the objectives of this study are to fill in the current gap in knowledge by identifying eleventh-grade students' perceptions of writing, specifically in terms of its

importance, necessary skills, level of difficulty, preferred learning strategies, preferred writing materials, and preferred writing topics, and by investigating their needs towards writing an analytical exposition text in the English writing classroom.

## **Literature Review**

### **Analytical Exposition Text**

According to Tompkins (2014), analytical exposition text can be characterized as a form of written expression wherein students engage in the process of synthesizing factual information. The primary objectives of an analytical exposition text are to critically look at the subject matter and effectively convince the readers to agree with the writer's views. Additionally, another objective is to present readers with factual information (Martin & Rose, 2008). Furthermore, Djuharie and Supeni (2018) assert that the paragraph structure of an analytical exposition text consists of a thesis statement, arguments, and reiteration. The thesis statement serves the role of both introducing the topic and establishing its main argument. Additionally, it is essential to present arguments that offer support for the main subjects. The second set of paragraphs contains a collection of reasons, and the more arguments that are offered, the stronger the reader's perception that the addressed topics are important and worth attention. Finally, reiteration refers to the writer's conclusion that may be inferred from the presented arguments. The objective of this section is to enhance the efficacy of the thesis statement.

In addition to this, Tompkins (2014) and Johnson (2016), have both indicated that there are a total of six stages that students must complete in order to produce an analytical exposition text. These stages encompass the process of conducting research to gather relevant data, pre-writing, drafting, revising, editing and publishing, and then there should be a follow-up task, in which students reflect on the writing lesson and identify areas that went well and areas that need improvement throughout the writing process.

### **Needs Analysis Framework**

According to Richards (2001), needs analysis is a fundamental component of the methodologies employed to ascertain the needs of students. The needs analysis typically incorporates many methods such as interviews, questionnaires, observation, utilization of tests, and information related to the language students may face inside educational settings. Furthermore, Dudley-Evans and St. John (1998) as cited in Hyland (2003, p.59) put forward

the present situation analysis and target situation analysis as a framework of needs analysis. The present situation analysis is related to information regarding the existing competencies of students, their level of knowledge with writing processes and written genres, their capabilities, and their perceptions. It is also designed to determine what the students are capable of and what their expectations are at the start of the course. The data collected may encompass several aspects of the students' profiles, including their age, language competency and prior learning experience, as well as their perceptions, strengths, and weaknesses related to a specific skill. On the other hand, target situation analysis refers to the future roles of students and the linguistic abilities and knowledge necessary to effectively engage in written communication within a certain context. The data acquired encompass a list of writing genres that have been applied in the classroom, and analysis of target genres.

## **Methodology**

### **Research Methodology**

This study employed quantitative research which was designed by employing survey methodology. The instrument used was a questionnaire and it was designed based on needs analysis framework from Dudley-Evans and St. John (1998) as cited in Hyland (2003, p.59), which consists of present situation analysis and target situation analysis. The present situation analysis is related to gathering information regarding students' perceptions, their learning experience, and their preferences concerning materials and strategies utilized in the process of learning writing. The target situation analysis is related to the roles of students and their language abilities as well as the level of understanding necessary for writing analytical exposition text. The questionnaire was adopted from Sabarun (2019), and Ma'rufah et al. (2021) and consisted of two parts.

The first part of the questionnaire consisted of nine questions which aimed to identify students' perceptions about the importance of writing, skills of writing, difficulties in writing, preferred learning strategy, preferred writing materials, and preferred writing topics. The questionnaire was designed as an open-ended type in which students could write another option in questions two to six.

The second part of the questionnaire consisted of eight questions which aimed to investigate students' needs in writing analytical exposition. In this part, the questionnaire employed a four-point Likert scale in which 1 indicates as not needed at all, 2 indicates as slightly needed, 3 indicates as mostly needed, and 4 as most needed.

In order to ensure the content validity, the questionnaire underwent testing on a sample of ten students selected from a non-experimental class. During the pilot study, the participants exhibited an uncertainty as to how to proceed in responding to the second question in the first part of the questionnaire, since it lacked clear instructions regarding the required actions for question two through six. Moreover, one additional issue that arose during the pilot study was the lack of alignment between certain words included in the questionnaires and their corresponding translations into Bahasa Indonesia. Consequently, this misalignment resulted in confusing meanings, thereby leading to various interpretations of the statements among the students.

Following the completion of the pilot study, several modifications were implemented to improve the overall quality of the questionnaire intended to be used by the experimental group. A new instruction was added to enhance the student's comprehension of the second question in the first part of the questionnaire. Furthermore, a back translation method was utilized to verify the accuracy of the translated questionnaire. Initially, the English questionnaire was translated into Bahasa Indonesia, followed by a further translation of the questionnaire back into its original English version by a translator. Then, the results were compared in order to assess the suitability of words and terminology employed in both the English and Bahasa Indonesia languages. Finally, the results were compared to seek the appropriateness of words and terminology both in English and Bahasa Indonesia. In addition, the questionnaire was analyzed by using the Statistical Package for Social Sciences (SPSS) version 29. The descriptive statistics were used to explore the mean, standard deviation, and frequency of the students' responses.

### **Participants and Context of the Study**

The research was conducted at one coeducational public senior high school in Bogor, West Java, Indonesia. According to Wiseman (2008), the concept of coeducational school refers to the educational approach wherein both male and female students are instructed together inside the classroom setting, fostering a collaborative learning environment. In this study, the respondents were consisted of one group of 35 male and female eleventh-grade students in the second semester of academic year 2023 who had mixed ability in English proficiency. The sampling technique was purposive sampling. Cohen et al. (2018) stated that in purposive sampling, researchers select the cases to be part of the sample according to their perception of their typical or particular features desired to meet their specific needs.

In this school, English is taught once a week with a duration of 90 minutes. The teacher typically teaches the skills of English in accordance with the designed syllabus, and the writing class is frequently scheduled at the end of the academic term, alongside the reading skill. In the previous sessions, students were exposed to a various range of text genres, encompassing persuasive, descriptive, and cause-and-effect texts. Previously, the students had no prior exposure to a specialized English writing course focused on a particular genre. They noted that the writing session often takes place within their required English subject class. During the research period, students at this academic level were studying analytical exposition texts. As a result, the researchers were interested in developing a specialized writing course that aimed to improve the skills of the students in writing analytical exposition text. Over and above that, this classroom was a voluntary-based classroom which was held for a period of ten weeks for the purposes of this study. The questionnaires were given in the first week of the study, and the results were included in developing this course. Moreover, the school allowed the researchers to collect data to study in this classroom for 90 minutes outside their classroom hour. In addition, students were given consent forms acknowledging this research.

## Findings

### The Results from Students' Perceptions of Writing

The first part of the questionnaire was intended to explore students' perceptions of writing in English. It was comprised of six questions which were importance in writing, skills of writing, difficulty in writing, preferred learning strategy, preferred writing materials and writing topics. The questionnaire was designed in an open-ended form, in which students could write additional answers in an "other" section. Each result is explained in detail below.

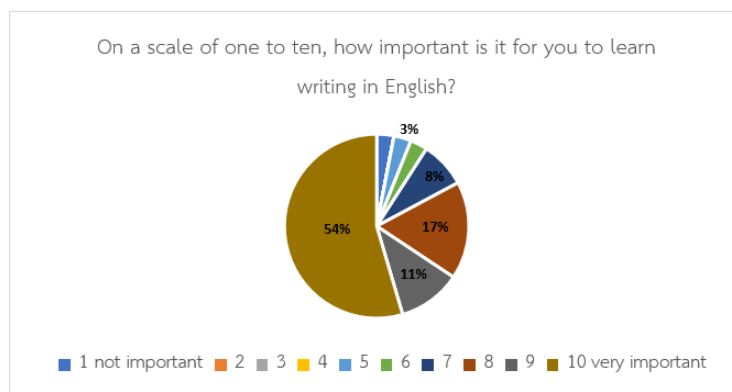
#### 1. Importance in Writing

The first question in the needs analysis designed in this study asked students to rate the importance of writing on a scale of one to ten, with one being not important and ten being very important. In this part, students were instructed to choose a single number to represent their answers.



**Figure 1**

*Importance of writing*



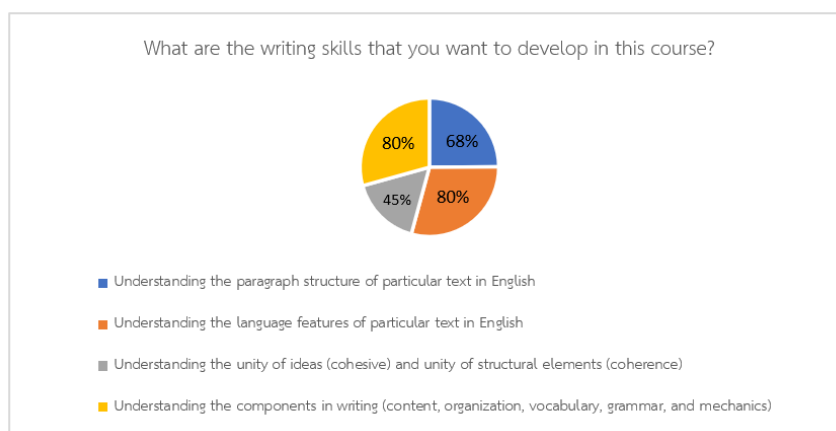
The data reveal that a significant proportion, precisely 54% of the students, expressed a strong belief in the high importance of learning writing in English. Following this, 17% of students selected a number from the eight scale, and 11% opted for a number from the nine scale. Additionally, 8% of the students chose number seven while only 3% of students selected 1, 5, or 6.

## 2. Skills of Writing

In the second question, students were required to choose the specific writing skills they desired to enhance throughout the duration of the course. In this section, students had the option to select multiple items from the following choices: understanding the paragraph structure of a particular text in English, understanding the language features of a particular text in English, understanding the unity of ideas (cohesive) and the unity of structural elements (coherence), and understanding the elements of writing (content, organization of ideas, vocabulary, grammar, and mechanics). In addition, students were given the opportunity to express their own responses in the designated "other" section of the form.

**Figure 2**

*Skills of writing*



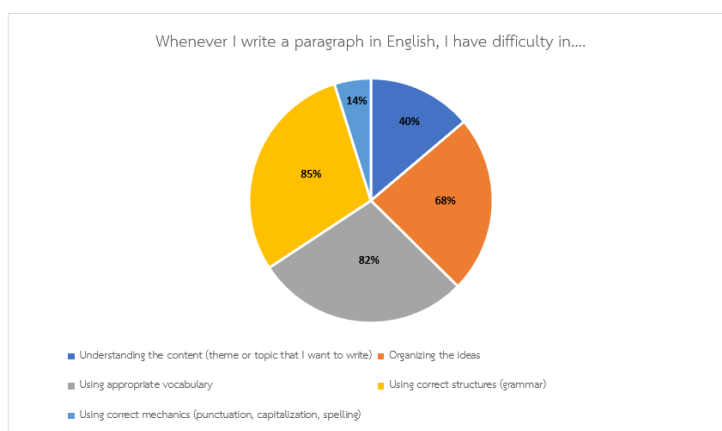
According to the findings, many students expressed a desire to enhance their writing proficiency in terms of comprehending the language features and the components of writing, such as content, organization, vocabulary, grammar, and mechanics. This preference was indicated by 80% of the students for the two categories. In addition, it was observed that students displayed a keen interest in enhancing their proficiency in writing with appropriate paragraph structures, with a majority comprising 68%. Furthermore, 45% of the students desired to comprehend the concepts of cohesion and coherence in their writing.

### 3. Difficulty in Writing

The third question examined the challenges encountered by students when attempting to write in English. The difficulties encountered encompassed comprehension of the content (theme or topic in writing), organization of ideas, appropriate use of vocabulary, the correct application of structures (grammar), as well as correct application of mechanics (punctuation, capitalization, spelling). Students were additionally given the opportunity to compose their own responses in the "other" category of the form.

**Figure 3**

*Difficulty in writing*



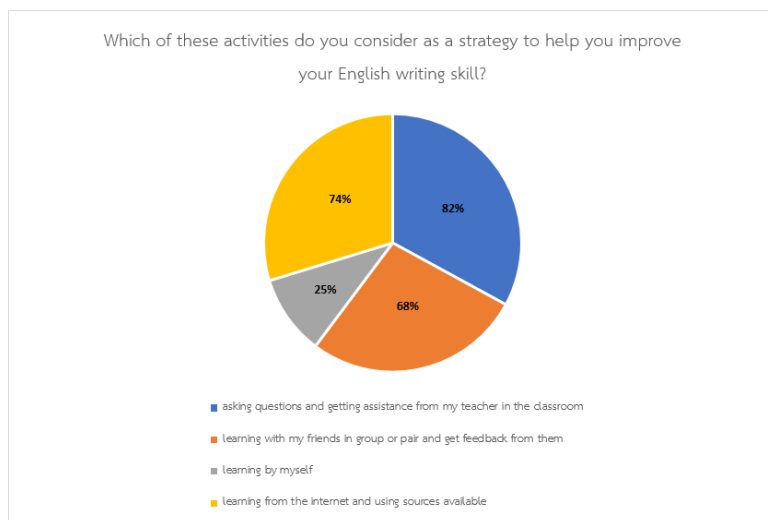
Based on the findings, the students exhibited a notable level of concern regarding the accurate implementation of grammatical structures in their written English compositions, with a significant majority comprising 85%. Furthermore, the following results indicated that 82% of students encountered challenges utilizing suitable vocabulary in their written work. In addition, students reported that they encountered difficulties in organizing their thoughts, with a majority of 68% expressing this concern. Furthermore, a significant proportion of 40% mentioned that they faced challenges in comprehending the content they wanted to write about, including the theme or topic. Lastly, a smaller percentage of 14% indicated that they encountered issues in employing accurate mechanics, such as punctuation, capitalization, and spelling.

#### 4. Preferred Learning Strategy

In the class, students were also requested to choose activities that they might consider as part of their learning strategy, with the aim of enhancing their English writing proficiency. Four options were presented: asking questions and getting assistance from my teacher in the classroom; learning with my friends in groups or pairs and getting feedback from them; learning by myself; learning from the internet and using the sources available. In addition, participants were given the opportunity to record alternative writing techniques in the designated "other" category.

**Figure 4**

*Preferred learning strategy*



Based on the provided chart, it is evident that the primary writing strategy students preferred to use to enhance their writing skills was to ask questions and to seek assistance from their teacher in the classroom, with a significant majority of 82%. Furthermore, online resources emerged as the second most preferred approach for enhancing their writing skills, with a substantial majority of 74% opting for this method. The data showed that 68% of the participants employed engaging in collaborative learning activities with their peers, either in groups or pairs. This approach allows them to benefit from the valuable feedback provided by their fellow learners. On the other hand, independent learning received the lowest level of support, with only 25% of students favoring this method.

## 5. Preferred Writing Materials

Students had to indicate their chosen learning resources specifically designed for this course to enhance their analytical exposition writing skills. The materials made available for students included handouts, online resources such as the internet, podcasts, short videos, and online newspapers or magazines. Additionally, there was an option labeled "other" to accommodate any alternative preferences students may have had for learning materials.

Based on the results, 80% of students preferred utilizing the Internet as a valuable resource for English writing materials within the classroom setting. In addition, it is worth noting that approximately 65% of them also expressed a preference for utilizing short videos as a learning resource. Furthermore, a significant proportion of students, approximately 22%,

indicated a preference for podcasts. Additionally, a notable percentage of students, approximately 17%, favored the use of handouts as supplementary learning materials. Lastly, a smaller percentage of students, approximately 11%, opted for online newspapers and magazines to enhance their learning experience.

## 6. Preferred Writing Topics

The final question sought to identify the student's areas of interest in writing topics. In addition, the students were given examples of topics in the needs analysis, including travel destinations, social media, and study tips.

The students demonstrated a strong enthusiasm for writing essays on various subjects. Significantly, the recent popular news in Indonesia gained the most votes, amounting to ten. Travel destinations were the second most favored topic, gaining seven votes. In addition, the social media category became the third writing preference, gaining five votes, whereas three students selected environmental issues. Students were shown to be engaged in writing activities involving an extensive selection of topics. Following the completion of frequency calculations, it was determined that the topics mentioned earlier could be categorized and examined to identify the prevalent trends in students' areas of interest.

## The Result from Students' Needs in Writing Analytical Exposition Text

This section explains the results from students' needs in writing analytical exposition. It comprised eight questions which focused on the skills of writing analytical exposition based on process-based writing, as well as the skill of using the language features of analytical exposition (present tense, conjunction). A four-point scale was employed to investigate the needs of the students. The scale of interpretation is shown below:

**Table 1**

*Four-point scale of interpretation*

Mean range	Level of needs
0.99-1.00	Not needed at all
1.00-1.99	Slightly needed
2.00-2.99	Moderately needed
3.00-4.00	Extremely needed

The scale of interpretation of the four-point scale questionnaire was adopted from Nee and Yunus (2020). The mean range of 0.99-1.00 indicates as not needed at all, 1.00-1.99 indicates as slightly needed, 2.00-2.99 indicates that students thought it moderately needed, and 3.00-4.00 indicates as extremely needed. Moreover, Table 1 below is presented to show the results of the second part of the questionnaire, which employed eight questions to investigate students' needs in writing analytical exposition text.

**Table 2**

*Students' needs in writing analytical exposition text*

Questionnaire Items	M	SD	Scale
<b>Process-based analytical exposition writing</b>			
<b>1. Research to gather data</b> Collecting evidence from various sources, for example: facts, experts' opinions, statistics, to support the main point in my arguments.	3.63	.490	Extremely needed
<b>2. Pre-writing</b> Brainstorming, taking notes, or outlining my ideas before I begin to write my first draft of analytical exposition text.	3.20	.584	Extremely needed
<b>3. Drafting</b> Elaborating my ideas into paragraphs to the first draft when I write analytical exposition text.	3.57	.502	Extremely needed
<b>4. Revising and editing</b> Reviewing my first draft to be revised and edited by myself or with my friend in the second or third draft (e.g.: correcting misspellings, capitalization, punctuation, grammar problems, correcting the unity of ideas and structural elements).	2.57	.655	Moderately needed
<b>5. Publishing</b> Publishing my work through a platform introduced by my teacher.	2.71	.622	Moderately needed

Questionnaire Items	M	SD	Scale
<b>Process-based analytical exposition writing</b>			
<b>6. Follow-up task / reflection</b>	2.09	.951	Moderately needed
Reflecting on what went well and what needs to be improved after I write analytical exposition text.			
<b>Grammar</b>			
Using the form of present tense correctly when I write analytical exposition text.	3.69	.471	Extremely needed
Linking the sentences that I write with conjunctions correctly (e.g., because, so, furthermore, moreover, etc.)	3.20	.759	Extremely needed
<b>Grand mean score</b>	<b>3.08</b>	<b>.629</b>	<b>Extremely needed</b>

Based on the provided table, it is evident that the correct usage of the present tense in grammar received the highest average score ( $M = 3.69$ ). Additionally, collecting evidence from multiple sources in the research ranked as the second highest item, with an average score of ( $M = 3.63$ ). Additionally, it is worth noting that students placed great importance on expanding their ideas during the drafting stage ( $M = 3.57$ ). They also recognized the significance of using conjunctions to link sentences in grammar and the value of brainstorming, taking notes, and outlining ideas during the pre-writing phase ( $M = 3.20$ ). These skills are deemed essential in acquiring the ability to write analytical exposition texts. Furthermore, it is important to note that the publication of the work during the publishing stage ( $M = 2.71$ ), the process of revising and editing ( $M = 2.57$ ), and the act of reflecting on the lesson ( $M = 2.09$ ) were considered to be moderately necessary, as indicated by the scores.

## Discussion

The objective of this study was to identify students' perceptions of writing, with a particular focus on its importance, essential skills, level of difficulty, preferred learning strategies, writing resources, and writing topics. These aspects are aligned with the framework of present situation analysis. Additionally, the study also aimed to identify students' needs for composing an analytical exposition text in the English writing classroom, which corresponds

to the framework of target situation analysis. The discussion section is categorized based on the needs analysis framework from Dudley-Evans and St. John (1998) as cited in Hyland (2003, p.59). Each of them is explained in detail below.

### **Students' Present Situation Analysis**

As previously indicated, Dudley-Evans and St. John (1998) as cited in Hyland (2003, p.59) asserted that the objective of conducting a present situation analysis is to examine the existing competencies, writing proficiency, abilities, and perceptions of students towards the writing course. Furthermore, Basturkmen (2015) emphasizes that conducting a present situation analysis enables the teacher to evaluate the students' lack of a particular skill in English. This study utilizes the present situation analysis through the first part of a questionnaire to identify the perceptions of students regarding their view on the importance of English writing class, the difficulty that they encounter, and other aspects to determine the needs of students in order to help improve their writing skill.

The results from the first part of the questionnaire indicate that the students in this study perceive their learning of English writing as highly significant. Furthermore, the responses of the students highlight intriguing discoveries indicating their specific desire to enhance their writing abilities in comprehending written content, employing appropriate vocabulary, and employing correct structure. The present findings are consistent with a study conducted by Badriyah et al. (2022), wherein it was observed that participants in that particular study expressed a desire to enhance their ability to express their thoughts regarding the subject matter through writing. The results from the second question found that students need to develop their skills in using correct structure in grammar and appropriate vocabulary in writing. This is in line with the statement from Anh (2019), who conducted a study in a higher education institution in Vietnam. The study noted that students prioritize the development of effective vocabulary and grammar learning as the most essential skills in English writing class. According to the responses provided by the students, it is evident that they hold the belief that vocabulary skills play a crucial role in facilitating their utilization of a foreign language. Additionally, they recognize the significance of gaining proficiency in grammar, as it enables them to convey their ideas, emotions, and thoughts with precision and efficacy, regardless of whether the mode of communication is oral or written.

In addition to expressing their desire to enhance their writing skills, students also indicated difficulties when writing in English. The results reveal that the major challenges faced



by students in writing are using correct grammatical structures and selecting appropriate vocabulary while attempting to write in English, which are the first weaknesses or deficiencies facing the students. The findings correspond with the study from Husain (2022), who noted that according to the results of a questionnaire, it was determined that 45% of his students encountered challenges in developing and organizing ideas, while 35% faced difficulties in using appropriate vocabulary. Additionally, 30% of them had difficulty in constructing writing with correct sentence structure. Furthermore, within the Malaysian context, Daud et al. (2021) conducted a study with high school students in their first year. The results revealed that students encountered writing difficulties in vocabulary, which it ranked the highest score (56.7%), along with grammar difficulties (26.3%). In a similar vein, Jitpanich et al. (2022) conducted a study on English writing needs within the context of Thailand. Their findings align with the present discussion, since they revealed that the most prevalent writing challenges faced by Thai students were related to grammar and vocabulary issues. The grammar-related issues were identified by the students as the most challenging, with specific mention of challenges in utilizing verb tenses, word order, articles, spelling, and sentence construction. On the other hand, the vocabulary-related issues encompass the inability of students to employ words in accordance with the given context, as well as their lack of knowledge of technical terms.

Apart from having difficulty in terms of vocabulary and grammar, the students in this study also revealed that they encountered challenges in understanding content in English writing, which is their second weakness according to the results of the first part of the questionnaire. The results are consistent with a study from Tenri Ampa and Quraisy (2018), who revealed that the ability to understand written content emerged as the third most desired skill for students to enhance their writing. This preference was attributed to the challenge they frequently encountered in understanding English topics for writing purposes. In the same line of thought, Zhang (2023) conducted a study examining the challenges faced by Chinese high school students in English writing lessons. The results revealed that the biggest problem among these students was their limited understanding of writing content, mostly caused by a lack of knowledge of vocabulary. The language patterns of the native language of the students also had an impact on them. In the process of writing, it is common to encounter sentences that do not conform to the established conventions of English expressions, as well as occasions when sentences are translated directly from Chinese without proper adaptation.

In another respect, the other questions posed in the questionnaire also aimed to explore students' learning strategies. The results showed that students mostly wanted to ask questions and receive assistance from the teacher in the classroom. Ballard and Clanchy (1991) asserted that the use of questioning techniques can serve as an essential aspect of a learning strategy in writing class. The process entails students formulating questions related to the rational (why), the way a phenomenon occurs (how), and the significance of a particular subject matter (how important). Following this, students also experienced the benefit of learning by themselves with the assistance of the internet to find learning sources. Knapp and Watkins (2005) argued that it is crucial to provide explicit instruction on the strategic resources necessary for students to effectively accomplish writing tasks. The strategies include the selection of appropriate techniques for students to employ in their collection of data, organization of ideas, and communication of meanings when constructing writing in a specific genre. Furthermore, most respondents expressed a preference for utilizing the internet as their primary source of material, with a following preference for short videos as the second most favored option. The findings that are similar to those is a study by Sabarun (2019), which revealed that the students involved in that piece of research exhibited a preference for utilizing online resources as instructional materials for their writing courses.

### **Students' Target Situation Analysis**

Based on the framework of needs analysis introduced by Dudley-Evans and St. John (1998), as cited in Hyland (2003, p.59), the purpose of target situation analysis is to collect information from students about their needs in linguistic competencies and the necessary skills for effective written communication. In this study, the target situation analysis was conducted through the second part of the questionnaire to identify student needs in a specific writing genre: analytical exposition. The findings of this study indicate that students exhibit the highest needs in their ability to accurately write the correct form of the present tense when composing analytical exposition text. The underlying justification for this perspective is that students attributed significant importance to acquiring proficiency in English grammar, as they believe it to be the primary factor contributing to their ability to write effectively. Students reported that if they have an adequate knowledge of basic structure, this will assist them in constructing their analytical exposition writing. This is because the emphasis on grammar remains prevalent in the teaching of English writing in Indonesia. As a result, the instruction might also influence the students in considering grammar as the most essential skill to acquire

in writing (Ariyanti, 2016; Kuntjara, 2004; Zein, 2019). The present findings are also consistent with a study conducted by Komara and Tiarsiwi (2021), wherein it was observed that despite the perceived difficulty of acquiring grammar proficiency in English, students still recognized the importance of possessing the skill to employ accurate structures, particularly in the context of written communication.

Moreover, students recognize the importance of collecting data such as factual information and statistical data, to substantiate their arguments throughout the course of writing analytical exposition text. The rationale behind this lies in the inherent nature of analytical exposition text, which aims to articulate the writer's perspective and substantiate it with supporting evidence. Hence, it is necessary for students to possess the ability to link their ideas with corroborating evidence (Knapp & Watkins, 2005). The assertion made by Wale and Bogale (2021) aligns with the notion that the process of gathering information can assist students in conducting research and examining data to assist them in composing written work in accordance with paragraph structure.

Furthermore, it is interesting to point out that the third highest score was recorded in the area of effectively elaborating ideas into coherent paragraphs during the drafting phase. Students perceived the need of learning how to elaborate their ideas that they have written during the pre-writing stage to be fully explained in their draft. The majority expressed the view that they encountered considerable difficulty when attempting to elaborate their ideas in the form of paragraphs, primarily due to challenges in selecting appropriate vocabulary and their lack of confidence in writing in English. This observation is consistent with the findings of Toba and Noor (2019), who discovered that the students in their study continued to encounter difficulties in their writing due to the inappropriate selection of vocabulary. Furthermore, the findings of this study also correspond with the findings of a study conducted by Preecha et al. (2021) on Thai students. The main writing challenge identified by the majority of students who participated in that particular study was a lack of vocabulary knowledge. Consequently, their ability to convey their thoughts effectively and their confidence in composing English essays were hampered. Additionally, the study conducted by the researchers also observed that the students exhibited various needs in the context of English writing class. These needs encompassed the development of writing technique, particularly in the genre of exposition text, to enable them to effectively structure their thoughts and construct their sentences.

The fourth need that received an “extremely needed” score from the questionnaire was still in the grammar aspect, which is using correct conjunctions to link the sentence when writing analytical exposition. The occurrence of students wanting to enhance their proficiency in employing correct grammar structure both in present situation and target situation analysis can be attributed to the complex evolution of English teaching and learning in Indonesia, with the initial adoption of the Grammar Translation Method as the primary instructional approach in the country. Even within the existing national curriculum, teachers allocate a significant portion of their instructional time to the comprehensive instruction of grammar and vocabulary (Zein et al., 2020). Consequently, this experience has fostered a strong belief among the students regarding the needs of studying and attaining proficiency in grammar, which then results in students having limited perceptions of their needs in English writing, both in the process and in the instruction. Nevertheless, it is crucial to acknowledge and impress upon students the fact that the mere mastery of correct grammar does not guarantee the production of high-quality writing.

Based on the Writing Administrative Program Outcomes, in addition to possessing linguistic knowledge, it is important for students to possess rhetorical knowledge. This refers to their ability to analyze contexts and audiences, and subsequently apply this analysis to comprehending and producing texts, since rhetorical knowledge serves as the foundation for the act of composing (WPA Outcomes Statement for First-Year Composition (3.), n.d.). In addition, it is important to note that students must consider various factors that contribute to their development of writing skills, including the context in which they are writing, the appropriate tone to employ, their familiarity with the paragraph structure of a genre they are targeted to write, the intended purpose of their writing, and the quality of their arguments. These considerations are crucial as students engage in the writing of various texts for different situations.

Finally, it was found that students exhibited a moderate level of need in the areas of brainstorming, taking notes, and outlining ideas in the pre-writing stage, as well as in the aspects of publishing their work to be read by a wider audience, reviewing the first draft in the editing stage, and reflecting on the lesson, which received average scores. One contributing factor to this phenomenon was the students’ lack of familiarity with the concept of learning writing through multiple processes. Students reported that the writing activity conducted in the class involved them in exclusively in writing a text based on the provided example by the teacher, and subsequently submitting their work for evaluation. The present case is consistent

with a study conducted by Ariyanti (2016) and another by Elfiyanto and Fukazawa (2022), who observed that the present English writing instruction in Indonesia continues to revolve around teachers, who carry the primary responsibility of explaining paragraph structure and its definition to students. In the context of a classroom setting, when the teacher in a classroom speaks excessively or is more active than the students, the students' attention is drawn to the teacher. Additionally, Hapsari and Sukavatee (2018) added that it is essential for Indonesian students to learn writing through multiple processes. Richards and Renandya (2002) argue that the implementation of process writing in the classroom provides students with increased opportunity to engage in the construction of each paragraph. Consequently, this approach facilitates the improvement of writing quality among students.

### **Pedagogical Implications**

The findings of this study have several pedagogical implications. First, the process of needs analysis enables teachers to obtain insight into the individual strengths and weaknesses of students in writing. This data can be utilized to customize the instruction in order to effectively address the unique needs of each student, thereby guaranteeing the provision of focused and individualized support. Second, the study has potential to support writing teachers in the implementation of effective instructional strategies and materials that are tailored to the individual needs of students and the specific target skills they aim to seek to develop within a particular genre of writing. Third, the second part of the questionnaire derived from the needs analysis may be adapted to especially emphasize student needs related to writing analytical exposition text. The proposed adjustment entails incorporating a paragraph structure of analytical exposition, which includes a thesis statement, arguments, and a conclusion as items to represent the analytical exposition writing skills needed by the students. Finally, given that this study found that grammar skills are considered a highly needed aspect by students, the present study can help writing teachers to impress upon students the need to place particular emphasis on other writing aspects, such as the importance of understanding the audience, content, and argument quality, etc. when conducting needs analysis in writing class.

### **Conclusion**

The main objective of this study was to examine the application of needs analysis in examining the perceptions of students and their needs related to writing analytical exposition

texts. The findings of this study reveal that students held a strong perception regarding the significance of acquiring English writing skills. Furthermore, conducting an in-depth evaluation of the current situation can yield valuable insights into students' learning experiences and their preferences regarding the materials and topics to be addressed within the classroom setting. The use of target situation analysis proved to be beneficial in the development of a course that focuses on teaching analytical exposition writing tailored to the specific needs of the students. Hence, the incorporation of needs analysis can be considered during the design of writing lessons, not only for instructing analytical exposition texts but also for other genres as well.

While the implementation of the study has been deemed successful, it is crucial to note several limitations that may be considered in order to provide recommendations for future research. First, the study integrates the process of revising and editing, although in reality, both of these stages differ in terms of theory and practice. As a result, whether students know the distinction between the two writing stages in process-based analytical exposition writing is still being determined. Second, one limitation that is worth highlighting from this study arises from the utilization of questionnaires. It has been observed that certain important concepts within the statements of the questionnaire still require simplification for high school level comprehension. The study employed complex terminology, such as cohesive and coherence, thus leading to confusion among students and potentially impacting the overall quality of their responses. Furthermore, it is essential to provide detailed explanations for important phrases or assertions in a questionnaire to foster a shared understanding among all students and prevent potential misinterpretations resulting from ambiguous language. As for example, in the fourth question of the first part of the questionnaire, an item prompts students about learning strategies from the internet. However, the way students use the internet to aid their writing needs to be clearly stated. Hence, it is important to provide further explanation on the statement by providing an in-depth example for each statement.

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