

Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students

Geminastiti Sakkir

Universitas Negeri Makassar, Indonesia
Email: geminastitisakkir@unm.ac.id

Syarifuddin Dollah

Makassar State University, Indonesia
Email: syarifuddindollah@unm.ac.id

Safnil Arsyad

Universitas Bengkulu, Indonesia
Email: safnil@unib.ac.id

Jamaluddin Ahmad

Universitas Muhammadiyah Sidenreng Rappang, Indonesia
Email: jahmadlado@umsrappang.ac.id

Received: 27 August 2020

Reviewed: 25 November 2020 to 5 January 2021

Accepted: 5 February 2021

Abstract

This research aims to contribute to the knowledge of lectures about design materials in using social media Facebook in learning writing process to English Department students. Before conducted the developing module for Facebook-based writing instructional course, we surveyed and explored the student's need. The stages of this research consisted of need analysis and document analysis. We conducted needs analysis to 141 English students and 2 lecturers of writing. Data were collected using need analysis questionnaire and interview. The analyzed documents in this research were lesson plan, syllabus and the existing textbooks. The data from questionnaire and interview were analyzed in quantitative and qualitative methods. The results concluded that: first, needs analysis is the basic of developing module for Facebook-based writing instructional course, in order that the material can be related to the students' needs, levels and lecturers' perception. Further, students need found urgent to develop module for Facebook-based writing instructional course through the following criteria of interactive, self-contained, user friendly, online supporting, online social media, authentic, environmentally friendly, formal and informal environments, online evaluation, presented in visual aids, support and facilitate the students' academic and non-academic writing activities, topics of the materials should be interesting which provides a cultural background of students, the materials should be implemented by applying vocabulary, reading texts, grammar and basic skills in writing process, implemented in beginner level, used in class and out-class and the materials globally/ international context. Second, the lecturers' desires in teaching writing are to improve the students' skill to comprehend the materials. Third, the existing materials are unsuitable

for the students, they prefer learning facilitated by electronic social media, Facebook, so they will more motivate in write.

Keywords: Teaching process; writing skill; Facebook; need analysis; social media

Introduction

The internet and social media have being a part of human life, activities, job, and acquiring knowledge over the world. According to survey of Yahoo on the amount of internet's users in 2010, 1 of 3 citizens of the world accessed internet and 64% the internet users are 15-40 years old. The online jobs that they use are e-mail (64%); instant messaging (71%); social media (58%); writing on blog (36%); online news (47%); and online games (35%). As we can see on Yahoo's survey result, now many people do message instantly or known as chatting through on social media when getting online (D'Andrea, et al, 2014). A need analysis was conducted to determine the writing style, writing contents, writing contexts, writing level, writing topics and writing materials in the Facebook instruction that available with this era.

In the world, Indonesia is the country with the fourth-largest Facebook community. It has about 70 million active Facebook users. The active users of Facebook mean an active user is the people that open his Facebook account at least once per month. The largest Facebook users are the United States then India and Brazil. It is worth noting that about 86 percent of these Indonesian Facebook users use a mobile device to access their Facebook account (Kucirkova, 2017). This information shows that the social media have enabled changes in the way of Indonesian citizens live, work interact and acquire knowledge and learning process. The take up of social computing and new participative approaches impact public services such as government, the health sector, and also in education and training that could be empowered as media of English teaching and learning at the schools and universities in Indonesia, especially at STKIP Muhammadiyah Rappang.

The mean score of students' achievement in writing was in the average to fairly good classification and there was no significant improvement from academic years to years. This situation should be improved by the lecturers and the university to increase the students' achievement. In create the interesting classroom, there are many lecturers have made efforts by using varieties methods, approach, techniques, instruments and materials in order to stimulate the students to learn English. For example in writing class the students are served with conductive learning activity so the students are motivated to write English as well as possible. The first thing a lecturer must do is to create condition that is comfortable for the learning process as a tool to see learning take place. A lecturer has a role to create situations that provide opportunities and stimulate students to communicate in English. So, to foster student confidence to have quality in writing English that can improve academic writing skill of the students.

Utilization of the social media, somehow could improve the students' achievement in learning. It is in line with the result of some previous studies concerning the use of internet and social media in language teaching and learning (Lungu, 2013; Majid, 2012; Rahman, 2008). The study revealed that the use of internet and social media was effective in increasing students' achievement in listening, speaking, writing and reading abilities. However, these studies did not concern on developing material for teaching and learning based on the social media.

Materials selection in classroom use is a tough task for English language teachers as they provide a strong platform through which students learn English language. Selection of the appropriate materials makes teaching and learning a useful activity and creates a classroom atmosphere which is efficient, effective and meaningful.

Richards (2006) explains that the development of the material has many position in ELT and can function as a resource in presentation of materials; a resources for students' practical activities and communicative interactions; a reference source for learners on grammar, vocabulary and pronunciation; a resource of stimulation and ideas for classroom language activities; a syllabus

where they reflect learning objectives which have already been determined; a source for self-directed learning or self-access work; and as a support for inexperienced teachers who have not gained confidence.

Sakkir & Dollah (2019) has shown that ELT materials (textbooks) can play an important role in innovation. They suggest that textbooks can help teachers through the process of change that has the opportunity to interfere and threaten, demonstrate new and/ or untried methodologies, introduce gradual changes, and create scaffolding where teachers can build their own more creative methodologies. Textbooks are seen as central to teaching and learning because their quality is one of determining factors in improving or reducing the quality of language program.

Sakkir, Rahman, & Salija, (2016) said that teaching materials that were said to be effective in a language teaching were built by considering several factors such as teacher, student, and contextual variables. Teacher factors include the teachers' language proficiency, cultural background, teacher training and experience, and applied teaching style. Learner factors include learner's learning style preferences, students' learning needs, interests, and motivations. Contextual factors include the school culture, class size, class condition, and the adequacy of teaching resources in situation where the material will be applied.

Since the choice of language teaching materials can determine the quality of learning-teaching procedure, there should be appropriate materials by considering (1) teacher factors, such as teacher language proficiency, training and experience, cultural background, and preferred teaching style; (2) learner factors, such as: learning learner style preferences, their language learning needs, interests, and motivations; and (3) contextual factors, such as: school culture, classroom condition, class size, and availability of teaching resources (Sakkir, 2018). As a part of the materials used in the language classroom, textbook, therefore, can often play a crucial role in students' success or failure (Syatriana, 2020). Therefore, special attention should be given to evaluating the textbook materials so that they are compatible with the three factors and learning outcomes (Umar et al, 2019).

This research is expected to become a material for teaching and learning writing in the university level to improve the students writing quality. Based on all explanations above, the process of students' needs analysis is important to be done as a basic of developing module for Facebook-based writing instructional course. There must be materials that are mainly focused on teaching students how to write in beginner level (Writing 1). Because of the importance in its implementation, the development of materials which cover some topics dealing with the students' need. Furthermore, textbook materials can be used wherever and whenever, even without any teachers. It means that the students can learn the materials independently in order to improve their writing skills as far as the materials are available. Therefore, this research will focus on the need analysis for developing writing materials using Facebook will be used by the first semester students in English Education Study Program of STKIP Muhammadiyah Rappang. Since this paper a part of the first researcher dissertation, the results presented in this study were only the results of exploration phase. The questions of this research are: (1) What is the students need in developing writing materials? (2) What are the lecturers' perceptions of importance of need analysis in writing materials? (3) Is it the existing writing materials suitable for the students in STKIP Muhammadiyah Rappang?.

Methodology

This research is the part of research & development research design following (Sakkir, 2019). The focus of this study is in the first phase that is analysis phase. In analysis phase, the researchers find the students and lecturers needs. Needs analysis on the basis of "necessities" and "wants" to classify between what students must know and what they feel they need to know. The focus here is on the "lacks" that represent the gap between the required proficiency in the target situation and

the existing proficiency of the learners. It is a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources for developing students' English skill in writing through syllabus, lesson plan, and module.

This research was conducted a mix method with quantitative and qualitative data. The subjects in this research were 141 English Department Students that were chosen by total sampling technique from the second, fourth, sixth, and eight semesters of English Education Department of STKIP Muhammadiyah Rappang, Indonesia; and 2 lecturer of Writing in English Education Department. In collecting the data, the researchers used two kinds of instrument, namely questionnaire and interview. The questionnaire in this research was used as the main instrument to get the data of needs analysis while interview was only used to clarify the information gotten from questionnaire. All the subjects were given to fill the needs analysis questionnaire but only some subjects were invited to take part in follow up interviews. Finally, the data that had been collected were analyzed through quantitative descriptive and qualitative data analysis.

Two kinds of instruments were used in this study, a questionnaire and an interview. The respondents were students and English Lecturer at the English Education Department of STKIP Muhammadiyah Rappang; all of them had studied writing 1. They were in the third, fifth, and seventh semesters at English Education Department of STKIP Muhammadiyah Rappang in the academic year of 2015-2016. There were 141 (one hundred and forty one) students. Meanwhile, the lecturers were all English lecturers at English Education Department STKIP Muhammadiyah Rappang; there were 2 (two) English writing lecturers.

Results and discussion

The results of students' need analysis questionnaire.

This phase refers to the analysis of students' present situation, students' proficiencies and difficulties to English language skills, students' needs, the existing materials, the objectives of learning English as General English course, as well as the identification of the result of analysis. The Level of Students' Strengths and Weakness in Language Skills and Components can be seen in the following table.

Table 1. Level of students' strengths and weakness in language

Language Skills and Components	Very weak	Weak	Fair	Good	Very Good	T
Listening	2.82	28.36	57.45	10.63	0.70	100
Speaking	4.96	23.40	51.77	20.57	0	100
Reading	0	4.96	42.55	47.52	4.96	100
Writing	2.13	19.14	51.77	28.36	0	100
Grammar	4.96	33.33	52.48	8.51	0	100
Vocabulary	0.70	17.02	51.77	28.36	2.82	100
Pronunciation	3.54	13.47	55.32	24.11	1.42	100
Average	2.73	19.95	51.87	24.01	1.41	100

The data in table 1 proves that most of the students found all language skills quite difficult. About writing skills, most of students feel there in the fair level (51.77) and none of the students said they in very good level of writing skill. There are 3 students in very weak level and 27 students in weak level of writing skill. The kinds of students' learning style can be seen in the following figure.

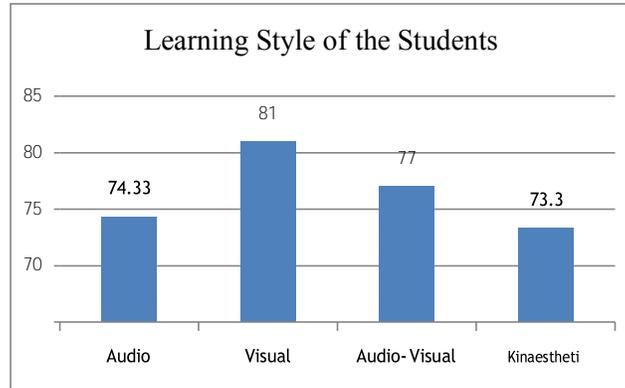


Figure 1. Learning styles of the students

The figure 1 showed that the students more prefer to the visual learning style. Because, there was 81% students said that they always used the visual one. It means that students more motivate with something can be seen (visual). The result of students' opinion about the importance level of language skills can be seen in the following figure.

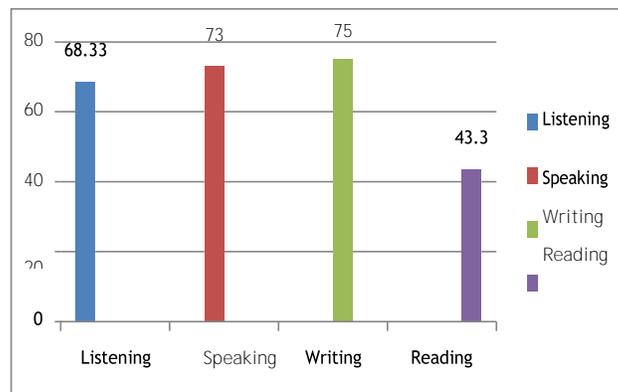


Figure 2. The importance level of language skills

The importance level of the four language skills are considered very important to the data acquired. From the figure above, the most important language skills according to the students is writing at 2.25 with a percentage of 75%. In line with this research is to develop writing materials to the students. The contents of writing materials that students' need can be seen in the following figure.

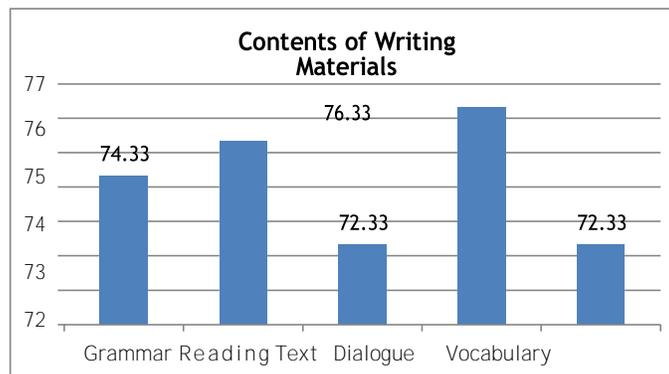


Figure 3. Contents of writing materials

Students' need in the contents of the writing materials should be consists of vocabulary, reading text and grammar. So, the materials not only about writing skills but have more variety part of language also. The contexts of writing materials can be seen in the figure 4

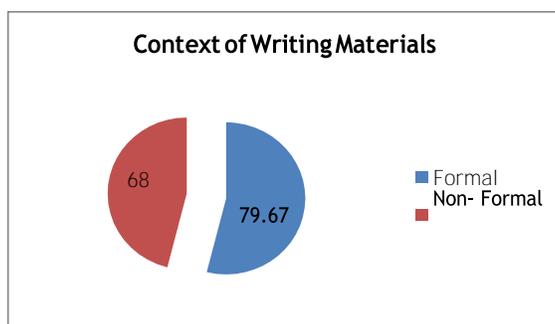


Figure 4. Contexts of writing materials

Students need about the context of the writing materials prefer to include the non- formal language too. So, in this material students hope that the context can be present in both. The results of the writing level that students' expect to develop their material can be seen in Figure 5.

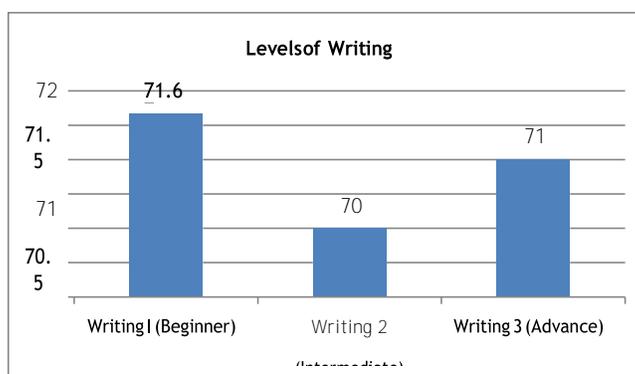


Figure 5. Level of writing

Writing materials that the researchers develop in this research start from the beginner. It is named Writing 1 materials, because in line with the students need showed in the figure 5. The students prefer to develop materials in beginner level first. The intended purpose of this question is to discover the students' perception of the most appropriate goal for studying writing English as part of language skills. Most of the students which is 79.67% considers that the most suitable goal of the writing English about education reason (74%). Most of the students prefer the scope of writing materials cover the international context at the average score of 2.20 with a percentage of 73.33%. Then, the place and situation on the use of the writing materials, most of the students prefer can be used in out- class than in classroom (65.67%). The list of the favorite topics of writing materials can be seen in the following table (Table 2).

Table 2. Topics of writing materials

No.	Topics	Percentage	Rank/Important
1	Introduction	95.04%	1
2	Unforgettable Moment	82.97%	6
3	Politics	74.46%	-

4	Transportation	74.46%	-
5	Religion	73.75%	-
6	Short Story	75.88%	9
7	Describing Place	78.01%	8
8	Muhammadiyah	81.56%	7
9	Daily Activities	83.68%	5
10	Profession/ Jobs	92.91%	2
11	Describing People	91.48%	4
12	Family	92.19%	3

Students are questioned on their preferred English learning topics and were offered their opinions on 12 learning topics in which they consider important or unimportant. The result shows the rank of the each topic. Start from the first is Introduction. And follow by Profession/ Jobs, Family, Describing Place, Daily Activities, Unforgettable Moment, Muhammadiyah, Describing Place and Short Story.

The question about the use of media in writing class, most of students said the lecturer have use media in classroom. There are 79.43% students said the lecturer use media in writing class, even though the media just handbook. The question about importance of developing writing materials via Facebook indicates the high perception of the students on developing Facebook-based writing materials. Because, from 141 students, most of them (87.94%) said that the Facebook- based writing materials is important to do. There are 17 students (12.05%) said that is unimportant. Source of the writing materials that is the lecturer uses in writing class still from already handbook. The data from the question indicates that the low creativity of the lecturer to develop their materials themselves. Then question that ask the students about the materials relevant with the situation of STKIP Muhammadiyah Rappang or not, most of the students (73.05%) said that the materials is unsuitable with the campus situation. From 141 students, there are 34 students (24.11%) said the materials suitable with the campus situation.

The result of lecturer's perceptions

Based on the interviews, the lecturers of the writing subject at English Education Department of STKIP Muhammadiyah Rappang, the researchers found some information about the existing materials of writing course.

The interview shows that the teachers' desires in teaching writing are to improve the students' skill to comprehend the materials. It goes along with the main objectives of the teaching Writing 1, 2, and 3, namely to be able to write simple text with simple, compound and complex pattern; To be able to write paragraphs using various expository modes; to know and write composition based on the certain clauses.

The analysis of the existing materials of writing course at English education department of STKIP Muhammadiyah Rappang

Based on the needs analysis it was found that: (1) the existing materials for Writing I at English Education Department STKIP Muhammadiyah Rappang were characterized with already handbook materials whose contexts are formal and delivered in intermediate level. (2) Based on the need analysis which analyze that in terms of its language, topics, contents, model of process, learning activities, writing activities, learning approach, media, place and time allotment, it was found that the existing materials of Writing 1 represent quite good materials but exhibit less interesting, less attractive and less motivating. (3) The instructional material for Writing I, therefore, should be more motivating, more interactive and interesting. Facebook based writing instructional materials are not only an updated way of learning in this digital era where most students are familiar with gadgets, but also present an interactive and attractive approach. The goal or the objective of materials for the writing skill instructions, in addition, should be designed not

only based on the curriculum but also based on the students and the learning needs. The characteristics are:

1. The materials are interactive, self-contained, easy to use, online support, social media, and authentic, environmentally friendly, formal and informal environments, online evaluation.
2. The materials should be presented in visual aids.
3. The materials should support and facilitate the students' academic and non-academic writing activities.
4. The topics of the materials should be interesting in which provide a cultural background of students.
5. The materials should be implemented by applying vocabulary, reading texts, grammar and basic skills in writing process.
6. The materials should be implemented in beginner level (Writing 1).
7. The materials should be implemented in class and out- class.
8. The materials globally/ international context.

By the needs analysis, the researchers infer that some lacks or weaknesses of the materials as well as the potentials that the learners have. The students' motivation to learn English was high. However, the materials which were applied by the lecturers were not fully authentic because the lecturers used materials which had already designed for English teaching. The materials also were presented in book text only medium. Therefore, the students' writing competence is still low. The students prefer learning facilitated by electronic social media, Facebook, so they will more motivate in write.

Based on the research result, it can be explained that the development of Writing English Material based on Facebook is very important to be done nowadays because from 141 students, there are (87.94%) agree toward the development of the material. This study tries to explore students' needs in advance to developing Facebook-based writing instructional materials. Students' need analysis is important as the feasibility of a product should also be measured by the demands and needs of the users. In measuring the students' needs, the researchers try to find out the present condition of the students' capabilities in writing and also their expectation. This includes, their objectives in learning writing, how they think writing English material should be delivered, the learning activities, the learning topics and their learning setting.

As the world is rapidly developing to a digital era, Indonesia is also largely affected. In Indonesia, the number of internet users has reached 73 million people. Within our society, we may find the significant use and importance of the internet in supporting our daily life. Information is nowadays accessed through internet including knowledge. Online classes are becoming more frequent, class sources such as journals, thesis, articles and electronic books are signs that the internet may present as modern library for students. With the growing importance of the internet, the frequent uses of Social Media- Facebook to share/ write information, and the most importantly the students' needs to improve their writing skill, so, the researchers are highly enticed to develop Facebook-based writing instructional materials in STKIP Muhammadiyah Rappang, South Sulawesi, Indonesia.

Finally, based on the some evidence research studies and supporting data from the questionnaire that indicates the high perception of the students on developing Facebook- based writing materials. Because, from 141 students, most of them (87.94%) said that the Facebook-based writing materials is important to do. There are 17 students (12.05%) said that is unimportant. Therefore, the researchers are motivated to design such kind of Facebook-based writing instructional materials for early students (Writing 1) to facilitate the students' needs.

Conclusion

Based on the research results and discussion, the researchers comes to the following conclusions: first, needs analysis is the basic of developing module for Facebook-based writing

instructional course, in order that the material can be related to the students' needs, levels and lecturers' perception. The result of students need found urgent to develop module for facebook-based writing instructional course through the following criteria of interactive, self-contained, user friendly, online supporting, online social media, authentic, environmentally friendly, formal and informal environments, online evaluation, presented in visual aids, support and facilitate the students' academic and non-academic writing activities, topics of the materials should be interesting which provides a cultural background of students, the materials should be implemented by applying vocabulary, reading texts, grammar and basic skills in writing process, implemented in beginner level (Writing 1), used in class and out- class and the materials globally/ international context. Second, the lecturers' desires in teaching writing are to improve the students' skill to comprehend the materials. Third, the existing material is unsuitable for the students, they prefer learning facilitated by electronic social media, Facebook, so they will more motivate in write.

Declaration of conflicting interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding acknowledgement

The research was supported by Universitas Negeri Makassar as affiliation of first researcher for the academic support. We would also like to show our gratitude to students and lecturers English education department of STKIP Muhammadiyah Rappang that now changed as Universitas Muhammadiyah Sidenreng Rappang, Indonesia for sharing their perceptions and knowledge for the purpose of this study. The researchers addressed many thanks to Kementerian Pendidikan dan Kebudayaan (KEMDIKBUD) Indonesia for Bantuan Biaya Seminar Luar Negeri (BSLN) scheme to funded and supported in join international conference. The first researcher also addresses her appreciation to her mentor Prof. Syarifuddin Dollah, M. Pd., and Prof. Safnil Arsyad, M. A., Ph. D for their guidance and encouragement.

References

- Atmowardoyo, H., Weda, S., & Sakkir, G. (2020). Information Technology used by Millennial Good English Language Learners in an Indonesian University to Improve their English Skills. *Solid State Technology*, 63(5), 9532-9547.
- D'Andrea, F. M., Wormsley, D. P., & Savaiano, M. E. (2014). Current Issues in the Education of Students with Visual Impairments. In *International Review of Research in Developmental Disabilities* (Vol. 46). Elsevier. <https://doi.org/10.1016/B978-0-12-420039-5.00007-1>
- Dollah, S., Sakkir, G., & Sunra, L. (2020, November). Pelatihan Tour Guide bagi Pemuda Karang Taruna. In *Seminar Nasional Pengabdian Kepada Masyarakat*.
- Kasmawati, K., & Sakkir, G. (2020). Improving Students Reading Comprehension Through "Survey, Question, Reading, Recite, Review (SQ3R)" Strategy. *Interference: Journal of Language, Literature, and Linguistics*, 1(2), 92-99.
- Kucirkova, L., Alipichev, A. Y., Vasbieva, D. G., & Kalugina, O. A. (2017). Teacher's role and students' role in English for specific purposes in e-learning. *XLinguae*, 10(2), 63-77. <https://doi.org/10.18355/XL.2017.10.02.06>
- Latif, A., Mustanir, A., Ahmad, J., & Sakkir, G. (2019, November). Village Government Leadership Towards Optimizing Society Participation in Development Planning. In *International Conference on Democratisation in Southeast Asia (ICDeSA 2019)* (pp. 12-16). Atlantis Press.

- Lungu, I. (2013). The Increasing Need for Blended-learning Models in Courses of English for Specific Courses in Romanian Universities. *Procedia - Social and Behavioral Sciences*, 76, 470–475. <https://doi.org/10.1016/j.sbspro.2013.04.148>
- Majid, M. S. Z. B. A., Ali, M. M. B. A., Rahim, A. A. B. A., & Khamis, N. Y. B. (2012). The Development of Technical English Multimedia Interactive Module to Enhance Student Centered Learning (SCL). *Procedia - Social and Behavioral Sciences*, 67, 345–348. <https://doi.org/10.1016/j.sbspro.2012.11.337>
- Rahman, H., Sakkir, G., & Khalik, S. (2008). Audio-Lingual Method To Improve Students' Speaking Skill At Smp Negeri 1 Baranti. 6(1), 15–21.
- Richards, J. C. (2006). Materials development and research - Making the connection. *RELC Journal*, 37(1), 5–26. <https://doi.org/10.1177/0033688206063470>
- Sakkir, G. (2016, December). Interest and Writing Skill of the University Students on Using Social Media-Facebook in Writing Class (STKIP Muhammadiyah Rappang, Indonesia). In *Asian EFL Journal (Second Language Acquisition- Academic Research) TESOL Indonesia International Conference Edition (Vol. 2, pp. 178-188)*.
- Sakkir, G. (2018). Pengembangan modul pengajaran menulis berbasis Facebook (Doctoral dissertation, Pascasarjana).
- Sakkir, G. (2018). *Writing: Beginner*. Deepublish.
- Sakkir, G., & Dollah, S. (2019). Facebook-Based Writing Instructional Material in English Class: Lecturers' perception. *Seltics*, 2(2), 76-83.
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' Perceptions toward Using YouTube in EFL Classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1-10.
- Syatriana, E., Sakkir, G., Faculty, T., & Makassar, U. N. (2020). Implementing Learning Model Based On Interactive Learning Community For Efl Students Of Muhammadiyah Students. 7(1), 24-30.
- Umar, A., Amrin, Madani, M., Farida, U., Yusriadi, Y., Tamsa, H., Bahtiar, Ansar, Yahya, M., Nurnaningsih, Alam, S., Gunawan, H., Darwis, Sahabuddin, C., Jamaluddin, Misbahuddin, Elpisah, Akbar, Z., Sakkir, G., ... Misnawati, M. (2019). One-stop service policy as a bureaucratic reform in Indonesia. *Academy of Strategic Management Journal*, 18(2), 1–12.
- Yusriadi, Y., Bin-Tahir, S. Z., Farida, U., Sakkir, G., & Akbar, Z. (2019). Community Perception in the Use of " Songkok Recca" Hats based on Social Stratification. *Anthropos: Jurnal Antropologi Sosial dan Budaya (Journal of Social and Cultural Anthropology)*, 5(1), 31-39.