
The Students' Needs of Writing 3 Textbook

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Abstract

This research was aimed to describe students' needs toward Writing 3 textbook. This was a case-study. The subjects of this research were the English Department students of Faculty of Education and Teachers' Training of Tidar University. The data collection techniques used for knowing the students' needs analysis in this research was taking questionnaires. The data analysis of this research was qualitative-descriptive. The result of this research is the description of students' needs of Writing 3 textbook.

Keywords – writing, textbook, students' needs

A. INTRODUCTION

Learning a language is not only learning how to speak, but also learning how to write. It is already understood that learning a language will be related to what is called as receptive and productive skill. Receptive skills include listening and reading skills. Otherwise, productive skills include speaking and writing skills.

Language learners already know that there are two skills that are included in productive skills, i.e. speaking and writing. Emig (McDonald & McDonald, 2002: 47) differentiates that writing is originating and creating a unique verbal construct that is graphically recorded; while speaking is creating and originating a verbal construct that is not graphically recorded.

Since writing is a passive productive one, it forces students to produce pieces of writing. This will make the subject uninteresting at all. Even though the writing is still producing simple sentences, still it is not one of the students' favorite. One of the components needed in order to reach the great teaching-learning process is learning material.

As one of the important elements in teaching-learning process, learning materials attracts more attention for the lecturer/teacher. This condition also happen in English Department of Faculty of Teachers' Training and Education of Tidar University, especially for Writing 3 subject. Ideally, each subject has to have appropriate materials for teaching-learning process. However, the real condition is the occurrence of textbook for Writing 3 subject still inappropriate. That is why this study presents the students' needs description of Writing 3 textbook.

B. REVIEW OF RELATED LITERATURE

Writing

Writing is one of English proficiencies that have to be mastered by the students. The students should pay attention on the format, mechanics or punctuation, content and organization, grammar and sentence's structures, and references. Siahaan (2008:215) contends writing is a psychological activity of the language user to put information in the written text in which it is about a topic in a writer in a context.

In writing, there are three important parts. They are introduction, body, and conclusion. In introduction, the writer needs to introduce the topic and thesis statements. Besides, the writer writes several paragraphs by developing the topic sentences and supporting sentences in the body. Furthermore, the writer has to write the reiteration of the thesis statement in conclusion part. Moreover, there are three essential aspects in each paragraph of writing. The aspects are a topic sentence, supporting sentences, and a concluding sentence.

Oshima and Houge (2006) state that topic sentence is the main idea of the paragraph, supporting sentences develop the topic sentence, and concluding sentences is the end of the paragraph and give the important points to be remembered. In writing, students have to pay attention on those aspects in order to produce a successful written text. According to Murcia (2001:230), producing a successful writing is a complex task which requires simultaneous control over a number of language systems.

Textbook

Textbook is one of the teaching materials that can be used to support the teaching learning process. Cunningsworth (1995:7) contends that textbook has important roles in English language teaching, the roles cover:

1. a resource for spoken and written materials,

2. a resource of activities for learner practice and communicative interaction,
3. a reference source for learners on grammar, vocabulary, pronunciation, and etc,
4. a resource of simulation an ideas for classroom activities,
5. a syllabus where they reflect learning objectives which have already been determined,
6. a resource for self-directed learning or self-access work,
7. a support for less experienced teachers who have yet to gain in confidence.

Those are the important functions of textbook in supporting the teaching learning process. In addition, Cunningsworth (1995) asserts that there are eight language contents of textbook in which include; language form and language use, grammar, vocabulary, phonology, integration of pronunciation teaching with other work, discourse, style and varieties of English. Thus language contents of textbook are important for the textbook developer to consider the language contents in developing or designing the textbook.

C. RESEARCH METHOD

This study used a case-study research design. Case study was

The Subject of this study were students of Writing 3 in the English Education Study Program of Faculty of Teachers' Training and Education in Tidar University. The instrument of data collection was questionnaire. The questionnaire were given to fifty four participants. After fulfilling the questionnaire, the data were collected and analyzed.

The instrument used could be seen below.

No	Statements	Yes	No
1	Writing 3 textbook must provide 4 integrated English skill.		
2	Writing 3 textbook must provide pictures to make it more interesting.		
3	Writing 3 textbook has learning objectives for each topic .		
4	Writing 3 textbook has exercises to students for independent practice.		
5	Writing 3 textbook must provide models of worked-out problems.		
6	Writing 3 textbook has exercises that need to be shared in social media (facebook/instagram).		
7	Writing 3 textbook must provide clear and detailed instructions and explanation.		
8	Writing 3 textbook must provide many examples.		
9	Writing 3 textbook must provide a high level of active practice for all students.		
10	Writing 3 textbook gives a section review and reflective learning.		

D. FINDINGS AND DISCUSSION

Based on the questionnaire given, the students' responses toward their needs of writing textbook could be seen in the following diagram.

Diagram 1. Students' Need Analysis of Writing 3 Textbook

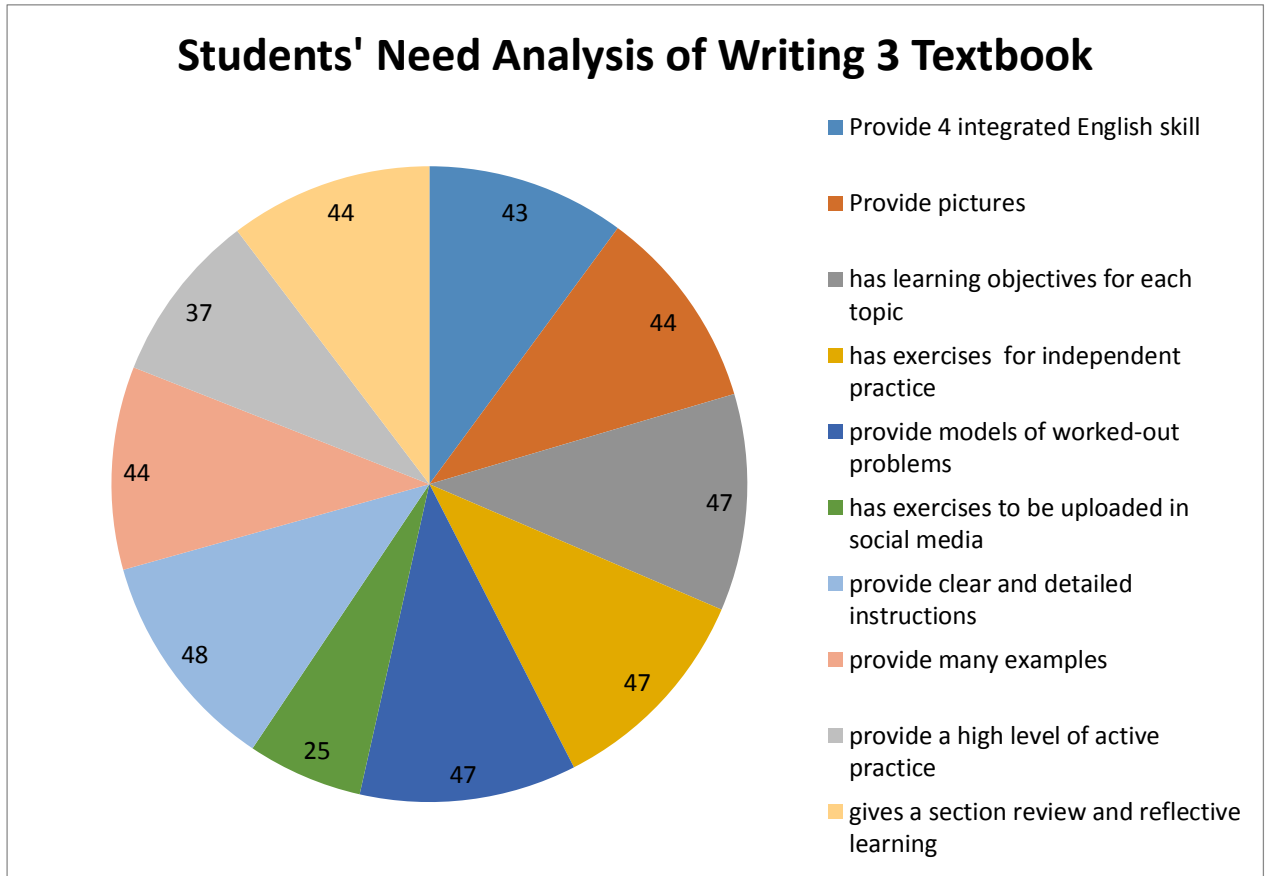


Diagram 1 showed that the students' need analysis have 10 characteristics of Writing 3 textbook. The characteristics were as follows.

1. The textbook provided four integrated English skills

There were 43 out of 54 students thought that the textbook needed to provide four integrated skills. It meant that the textbook would provide listening, speaking, reading, and writing. However, it would be more focus on writing aspects since it would be writing textbook.

2. The textbook provided pictures to make it more interesting

Pictures were also important to be displayed in the textbook in order to make the textbook be more interesting. It was needed to provide pictures since 44 students agreed to have pictures in the textbook.

3. The textbook had learning objectives for each topic.

It was a must for the textbook to have learning objectives so the goal of learning could be achieved. It was in line with the students' responses. 47 students viewed that the textbook ought to have learning objectives.

4. The textbook had exercises to students for independent practice.
Exercises were important to be included in the textbook. These kind of exercises would assess the students' writing proficiency. There were 47 seven students who agreed that exercises should be provided in the textbook.
5. The textbook provided models of worked-out problems
Models of worked-out problems would help the students to enhance their critical thinking. The worked-out problems would also improve their writing skill in which 47 students agreed with this notion.
6. The textbook had exercises that need to be shared in social media (facebook/instagram).
The use of technology in the term of social media could not be avoided in the development of teaching and learning process, particularly in writing. Social media played an important role to support learning process and to make the learning process be more interesting. It could be viewed that there were 25 students who agreed that the writing exercises in the textbook needed to deal with the social media as an alternative medium to submit writing assignments.
7. The textbook provided clear and detail instructions and explanation.
There were 48 students who agreed that clear and detail instructions or explanation should be contained in the textbook due to they need to get insight understanding toward the topic.
8. The textbook provided many examples.
Examples in the textbook referred to the example of essays in which this textbook focused more in essays. It seemed that the students needed to know the examples first before they wrote their essays. For this notion, there were 44 students who agreed.
9. The textbook provided a high level of active practice for all students.
A high level of active practice derived to the idea that the students would be active in joining teaching and learning process. There were 37 students who agreed with this statement.
10. The textbook gave a section review and reflective learning.

Reviewing materials took an essential part in learning process. It was a must to check students' comprehension toward the writing materials given. Furthermore, the students could reflect about what they had already learned by writing reflective journal that related to the textbook. For this aspect, there were 44 students agreed with.

By analyzing the students' need analysis, it could be stated that Writing 3 textbook must fulfill the students' need in which it covered ten aspects to be used as guidances for designing the textbook.

E. CONCLUSION

By analyzing the students' needs analysis, it could be stated that Writing 3 textbook must fulfill the students' needs in which it covered ten aspects to be used as guidances for designing the textbook such as Writing 3 textbook must provide 4 integrated English skills, Writing 3 textbook must provide pictures to make it more interesting, Writing 3 textbook has learning objectives for each topic, Writing 3 textbook has exercises to students for independent practice, Writing 3 textbook must provide models of worked-out problems, Writing 3 textbook has exercises that need to be shared in social media (facebook/instagram), Writing 3 textbook must provide clear and detailed instructions and explanation, Writing 3 textbook must provide many examples, Writing 3 textbook must provide a high level of active practice for all students, and Writing 3 textbook gives a section review and reflective learning.

Moreover, this study get feedback from the validators in order to make it better. The feedback are the textbook must provide digital materials, the textbook must give additional examples after explanation part, and he textbook must provide many references, feedback, and make it simple (easy to bring and easy to use).

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