

A NEED ANALYSIS OF WRITING SKILL AT HEALTH ANALYST STUDENTS OF MUHAMMADIYAH MAKASSAR

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Abstrak

Needs analysis is the procedure for collecting information about learners' needs and it is essential in determining, materials, teaching activities, tests, evaluation strategies and reevaluating them. The aims of this research was analyze the students needs writing skill in learning English subject and selecting material to teaching. This research was descriptive research in which questionnaire was distributed to students to obtain more accurate information on students needs. The data analyzed in quantitative and qualitative methods. The findings of this research revealed of analysis indicate that the students' level of all writing components ranges around level "fair" as average score. The teaching of English especially writing skills particularly on students Academy Health Analyst Muhammadiyah Makassar needs to get more serious handling to help students to express and expose their idea in writing by developing the students' vocabulary, grammar, and mechanism and prepare students have good basic in writing especially in formal writing.

Key words: Writing skill

Introduction

English as international language, become the important of language to people in the parts of the world. It is used in communication, both spoken and written. English has special position because it is used in every field like science and technology, health, politics, economy, culture, banking, art, film and many other.

In our country it is the foreign language subject in the public schools taught from primary up to university level. Especially at university level it seems that the position of English subject at non- English departements only a basic subject for fresh students in Mata Kuliah Dasar Umum (MKDU) and the materials only provide general English. Should be English material non-English department ideally talk about specific English according to the departments, example law department teaches English for law, economic department teaches English for economic and health analyst department teaches English for health analyst.

At Professional Academy Health Analyst Muhammadiyah Makassar, English is offered in semester 1 (English I) and semester 2 (English II). English is a compulsory subject and two credit points for each semester. The selecting materials

teaching used at Academy Health Analyst should be based on the needs students.

A needs analysis involves gathering of information of what they need to learn, what students know and basic to found material designing syllabus in language teaching. According (Brindley 1984) It is important to know learners' needs which are the wants, desires, demands, expectations, motivations, lacks and requirements.

Needs analysis is the procedure for collecting information about learners' needs and it is essential in determining, materials, teaching activities, tests, evaluation strategies and reevaluating them. Lack of needs analysis in language programs would lead to a failure of the program because the wrong program might be used for that situation for students.

The step that the researcher did in collecting the data are finding information about students in Academic of Health Analyst by asking the lecturer and graduates who know well situation at that campus. The researcher uses need analysis questionnaires for gathering information about respondent's personal information and their perceptions on writing course, linguistic needs such as their ability in writing and their priority in

learning items of writing, and learning needs such as their difficulties and weaknesses in learning writing.

RESEARCH METHODOLOGY

Research Instrument

The researcher uses need analysis questionnaires for gathering information about respondent's personal information and their perceptions on writing course, linguistic needs such as their ability in writing and their priority in learning items of writing, and learning needs such as their difficulties and weaknesses in learning writing. In collecting information, the researcher uses the needs analysis questionnaires containing questions which have been formulated. The question are introductory questions and adapted questions from Rosset (1982) in Kahar (2015:80) kinds of questions such as linguistic and learning needs.

Populasi and Sampel

The population of this research were the students at Academy Health Analyst Muhammadiyah Makassar. There are only 25 students as respondents from one class of the second semester. The information was gained by giving them questionnaires and interview (for students) as representation the others. The researcher used random sampling to select.

Procedure of Collecting Data

There were three phases that were conducted to obtain necessary information about the material used at Academy Health Analyst Muhammadiyah Makassar.

In the first phase, questionnaires were used to explore and gather detailed information about : linguistic needs and learning needs

In the second phase, the researcher collected the result of the questionnaire and analyzed the result of the findings.

In the third phase, having processed the data and the findings, the researcher selecting material for teaching English subject based on the Academy Health Analyst students' needs.

Techniques of Data Analysis

The researcher used mixed methods research, combine quantitative and qualitative data in a single study.

The data collected from introductory questions are used for describing the participants' views on the importance of writing skill in English subject Academy of Health Analysis that proficiency score, the importance score, and the frequency score of linguistic needs and learning needs are derived by giving each category scores from one to four as identified as follows:

Scores	Proficiency level	Importance level	Frequency level
1	Poor	Not important	Hardly ever
2	Fair	Less important	Seldom
3	Good	Important	Often
4	Excellent	Very important	Always

To calculate frequency, the number of respondents is multiplied with its scores and then divided by the number of respondents in all categories. The mean score was calculated by:

- Multiplying the score category with frequency
- Adding up all the scores
- Dividing by the population

So, the formula for calculating the mean from a frequency table is:

$$x = \frac{\sum f^x}{\sum f}$$

The mean score of the respondents' perceptions and expectations toward students' needs of writing skills were then described by using the following scale:

- refers to 0 - 1.50
- refers to 1.15 - 2.50
- refers to 2.51 – 3.50
- refers to 3.51 – 4.00

To clarify the data presentation, some data were analyzed by using tables to see the distribution of the level of importance using writing skills.

FINDING AND DISCUSSION

Based on research conducted on November 2016 at Academy Health Analyst Muhammadiyah about A Need Analysis of Writing Skill at Health Analyst of Muhammadiyah Makassar as follow:

Tabel 1. The overall needs inventory from linguistic needs

Linguistic needs	
Learning Abilities	Learning Priorities
1. Fair in vocabulary	1. Vocabulary is the first priority
2. Fair in grammar	
3. fair in mechanism	2. Grammar is the second priority
	3. Mechanism is the third priority
Learning vocabulary and grammar from the topics	
1. Bacteriology	6. Biomedical
2. Parasitology	7. mycology
3. Virus	8. Instrument
4. Biomolecular	9. Actual topics
5. Clinic chemistry	
Basics grammar items to be used with vocabulary	
1. Tenses	3. Singular/plural
- simple present	4. Countable/uncountable
- present continuous	5. Active/passive
- simple past	
- past continuous	
2. Part of speech	
- Noun	
- Preposition	
- Verb	
- Conjunction	
- Adjective and Adverb	

a. Learning ability

The result of analysis indicate that the students' level of all writing components ranges around level "fair" as indicated in the following average scores achievement, vocabulary, grammar and Mechanism average score is 2.

b. Learning priority

Deciding learning priorities is conducted by analyzing the respondents' perceptions on the importance level of giving the writing skills' components (vocabulary, grammar, and mechanism) in learning writing skills in English subject. The result can be organized as follows: Vocabulary (the average score is 3.64 = very important), Grammar (the average score is 3.64 = very important) and Mechanism (the average score is 3.00 = important)

The Needs for Learning Vocabulary and Grammar

Vocabulary and grammar are items of writing skills which have been priority to learn. Eleven topics were given to the

respondents to be selected. Eleven topics were then selected based on the analysis respondents' view based on the the level on the importance of the topics: Clinic chemistry (3.64 = very important), Parasitology (3.64=very important),Biomolecular (3.64 = very important),Bacteriology (3.57= very important), Virus (3.57 = very important), Biomedic (3.57 = very important), mycology (3.50 = important), Hematology (3.50 = important), Amami chemistry (3.50 = important), Virology (3.42 = important), Analysing food and drink (3.35 = important) and Suggested topics Instrumentasi (0.57), Phsycology anatomi (0.57), Analytic chemistry (0.28).

According to their English lecturer on that instrument also very important to be taught. so by comparing from the rank in need analysis also can include instrument in learning writing skills in English subject.

The Needs of Learning Grammar

The students also need to learn grammar. It is necessary that the lecturer describe the important of grammar to the students for helping them in writing skills in English subject. The result of analysis of their views with grammar items, as listed below: Tenses (3.78 = very important), Active/passive (3.64 = very important), Countable/Uncountable (3.64 = very important), Singular/plural (3.64 = very important), Part of speech (3.28 = important). Tenses should be taught as the most important items. So, tenses will be taught in some meetings.

Table 2. The overall needs inventory from learning needs

Linguistic needs	
Learning Problems	The Learning Attitudes
1. Lack of grammar	a. Learning preferences
2. Lack of vocabulary	1. Vocabulary
3. Lack of rule writing knowledge	- Practicing to write review
4. Coherence between introduction and body of the message	- Pick up from textbook
5. Exploration of issue unstructured well	- Memorizing by dictionary
	- Thesaurus
	- Diary
	- Update status
	2. Mechanism
	- Studying from lecturer's correction
	- Studying from reading sources (textbook, newspaper, letter)
	- Writing email
	- Studying from scientific word (paper)
	- Studying from writing rule
	- Report
	b. Learning styles
	- Play word game
	- Picture
	- Grouping
	- Film/Video
	- Pairs
	- Studying alone

a. The Students' Learning Problem

Based on the analysis of the respondents' perception on the students' learning problem, it is found that the students learning difficulties can stem from many causes, These include: Lack of grammar(2.85 = oftent), Lack of vocabulary (2.92 = oftent), Lack of rule writing knowledge (2.57 = often), Coherence between introduction and body of the message (2.79 = often), Exploration of issue unstructured well (2.64 = often)

Result from the analysis of questions given to students about learning problems, their in the category 'often'. The lecture can star up choose the methods to help the students learn English and succes in writing subject.

The Students' Learning Attitudes

Learning attitudes are analyzed the students like to learn, the focus this

discussion the students learning preferents and styles in learning in writing course.

The Students' Learning Preferences

The students' learning preference in writing course one are specifically focused on describing the students in learning vocabulary and mechanism. From the results of analysis respondents, found that the students prefer to learn vocabulary and mechanism by:

1. Vocabulary : Practicing to write review (3,42 = Important), Pick up from textbook (3,64 = Very Important), Memorizing by dictionary, (3,85 = Very Important), Thesaurus (3,42 = Important), Diary (3,85 = Very Important), Update status(3,85 = Very Important).The preferred vocabulary lerning should take into account to be selected as strategi in teaching vocabulary for writing course one.
2. Mechanism : Studying from lecturer's correction (3,64 = Very Important), Studying from reading source, (textbook, newspaper, letter) (3,57 = Very Important), Writing emai (3,35 = Important), Studying from scientific word paper (3, 28 = Important), Studying from writing rule (3,14 = Important) , Report (2,64 = Important)

The results of the data there was six strategy to employ in teaching mechanism for the students of writing course at the Health Analyst study program.

The students' Learning Styles

The information of the data analysis the students learning styles by : Play word game, Picture, Grouping, Film/Video, Pairs, Studying alone

CONCLUSION

Based on the results of the analysis can be drawn the conclusion that;

1. The result of analysis indicate that the students' level of all writing components ranges around level "fair" as average score
2. learning priorities is conducted by analyzing the respondents' perceptions on the importance level of giving the writing skills' components (vocabulary, grammar, and

mechanism), Vocabulary and grammar in learning writing skills in English subject is very important and mechanism is important.

SUGGESTION

1. The teaching of English especially writing skills particularly on students Academy Health Analyst Muhammadiyah Makassar needs to get more serious handling to help students to express and expose their idea in writing by developing the students' vocabulary, grammar, and mechanism and prepare students have good basic in writing especially in formal writing.
2. For that matter, recommendations english for students of Health Analyst are learning english material to the ability of writing, for example with regard to topics: Clinic chemistry, Parasitology, Biomolecular, Bacteriology, Virus, Biomedic, Mycology, Hematology, Amami chemistry, Virology, Analysing food and drink. The result of analysis of their views with grammar items, as listed below: Tenses, Active/passive , Countable/Uncountable, singular/plural, Part of speech

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