

NEED ANALYSIS ON DEVELOPING MATERIAL OF PARAGRAPH WRITING BASED ON EGRA TECHNIQUE

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Abstract: Needs analysis is considered a vital component in designing a language course. Needs analysis is a method for collecting data about learners' needs in order to inform the planning and development of language. This study attempts to explore the target needs and the learning needs related to the material used in the Paragraph Writing subject. This research was conducted with the second semester students of English Department at Universitas Muhammadiyah Makassar during 2018/ 2019 academic years. The respondents were the fourth semester EFL paragraph writing enrolled in the Paragraph Writing course. There was only one instrument used to gather the data namely questionnaire. The findings revealed that students needed to mastery of paragraph writing and the need of more practiced of their writing activity. They emphasized the need of grammar and vocabulary to structure organization paragraph and choose appropriate words in writing English. Students also expressed a desire for small group discussion with more examples in during writing process in the class; Therefore, it is recommended that internet-based materials be used to develop EFL paragraph writing materials. These materials should include well integrated of resources available on the web. By aligning the course content with learners' actual needs, the teaching process becomes more efficient, learner-centred, and results-oriented.

Keywords: Need Analysis, Paragraph Writing, EGRA

1. INTRODUCTION

Needs analysis (NA) has long been considered an essential component in language curriculum design, as it helps educators identify the gap between learners' current abilities and the skills required to meet their academic and professional demands (Nation & Macalister, 2010). In the context of language learning, needs analysis is not merely a preliminary step but an ongoing process that assists course designers in aligning instructional materials with learners' real needs. As Astuti (2020) points out, needs analysis provides the foundation for developing curricula that are both relevant and effective in enhancing learners' language competencies. Recent studies emphasize that NA should not be treated as a one-time step, but as a continuous, participatory, and dynamic process that involves students, teachers, and stakeholders in shaping the curriculum (Meilyani et al., 2025).

According to Yalden (2012), NA attempts to establish a link between learners' wants and their actual needs. Songhori (2007) proposed that NA covers several dimensions: environmental situation, students' background information, learning styles, current skills, weaknesses, expectations from the course, and specific language learning needs. These dimensions remain relevant in current research, particularly in English as a Foreign Language (EFL) context where learners' purposes are highly diverse. The role of NA in EFL writing courses has also been emphasized in recent research. Sunarsih et al. (2024) found that EFL learners particularly struggled with unity and coherence in essay writing, preferring technology-based resources to support their practice. Similarly, Astuti (2020) demonstrated that conducting NA in writing courses allows instructors to identify gaps in students' grammatical control and paragraph development, thus ensuring that the writing curriculum is tailored effectively

2. LITERATURE REVIEW

Several studies have highlighted the importance of needs analysis in developing writing materials (Bosher & Smalkowski, 2012; Dewi & Qamariah, 2023). However, most of these studies have been conducted in broader English for Specific Purposes (ESP) or English as a Foreign Language (EFL) context, with limited focus on paragraph writing as a foundational academic writing skill. Paragraph writing is a crucial stage for undergraduate students, as it lays the groundwork for more advanced writing genres such as essays, reports, and research papers. Yet, in many Indonesian universities, the existing paragraph writing materials are still largely textbook-driven and may not fully reflect students' actual needs.

Considering this gap, the present study seeks to explore the target English language needs of students in the Paragraph Writing class at the Department of English Education, Universitas Muhammadiyah Makassar (UNISMUH). Specifically, it investigates students' needs in terms of (a) necessities, (b) wants, and (c) lacks, as well as their learning needs in terms of (a) preferred learning styles and (b) appropriate teaching methods. The results of this study are expected to serve as a basis for designing more effective and contextually relevant paragraph writing materials for EFL learners at UNISMUH Makassar.

3. METHODOLOGY

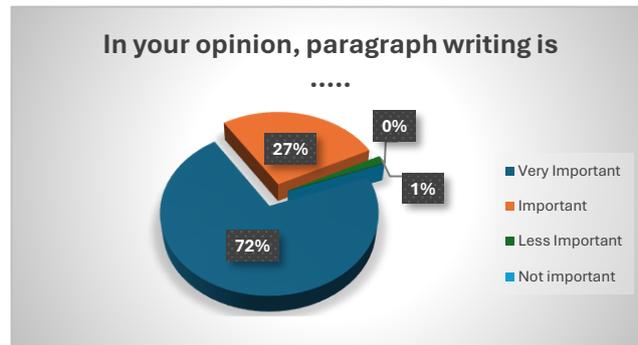
The design of this research was a descriptive study, which aimed to investigate the students' needs in paragraph writing. The respondents were the students of Class 2B in the second semester of the English Education Department at Universitas Muhammadiyah Makassar in the 2018/2019 academic year, consisting of 35 EFL learners. To collect the data, a single research instrument was employed, namely a questionnaire, which served as the primary source of data collection. The questionnaire was designed in the form of multiple-choice questions to obtain information regarding the students' perceptions of the existing materials used in the writing course, as well as to identify their wants, needs, and lacks. It was distributed to the students enrolled in the Paragraph Writing course and was structured into three parts. Part 1 addressed the student's opinions about paragraph writing consisted of two questions. Part 2 focused on the students' needs include 3 questions related with the student's necessities, lack and wants. Finally, Part 3 explored the students' learning needs, covering their preferred input, procedure, setting and their perspectives on appropriate teaching methods in paragraph writing classes consisted 5 questions

4. RESULT

The study attempts to investigate the student's opinion, the target needs in terms of (a) necessities; (b) wants; and (c) lacks; and the learning needs of the students in Paragraph Writing class in terms of (a) preferred style of learning chosen by learners; (b) the suitable teaching procedures. The findings concluded

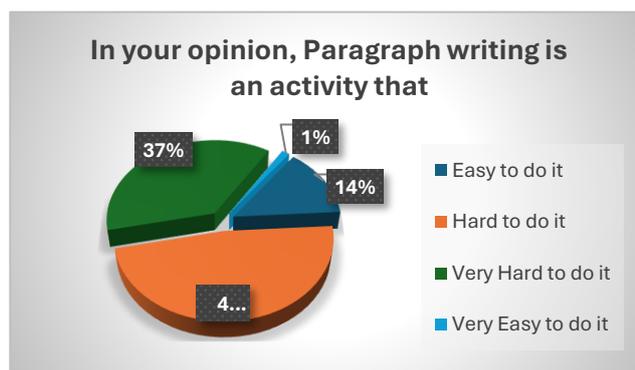
- a. Dealing with the student's opinion about paragraph writing, there are 3 questions. First question is "*what is your opinions about Paragraph Writing?*", second question "*Paragraph Writing is an activity that....?*" and the last question is "*How often do you writing?*" the student's opinion as illustrated in Figure 1, 2 and 3

Figure 1. The student’s opinion about paragraph writing



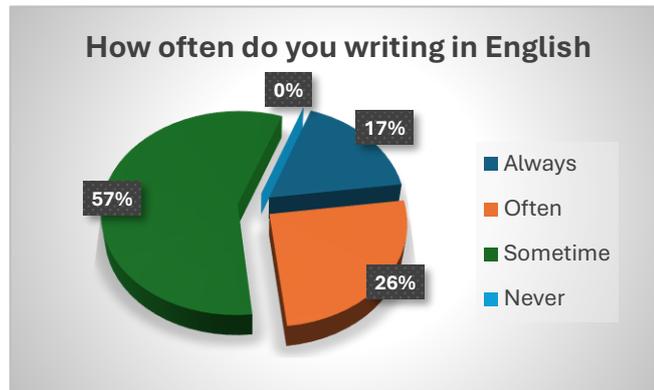
It can be seen that the students’ opinions of writing are divided into three questions. First, it is students’ opinion about the importance of writing. There were 72 % of the students stated that writing was very important, 27 % of them told writing was important and the rest of the students stated that it was less important. It means that students already realized the importance of writing.

Figure 2. The students’ activity in paragraph writing



Second, it was their opinion that how the writing activity, there are 48 % of the students stated that writing was difficult or hard to do. Further 35 % of the students stated that writing was very difficult or very hard to do. They said that it was difficult because they had to deal with grammar, vocabulary, coherence and others. They also said that they got problems in developing their idea in writing a text. There were 14 % of the students stated that writing was easy to do. Only one student stated that writing was very easy to do. To sum up, the students still found some problems to do writing activity.

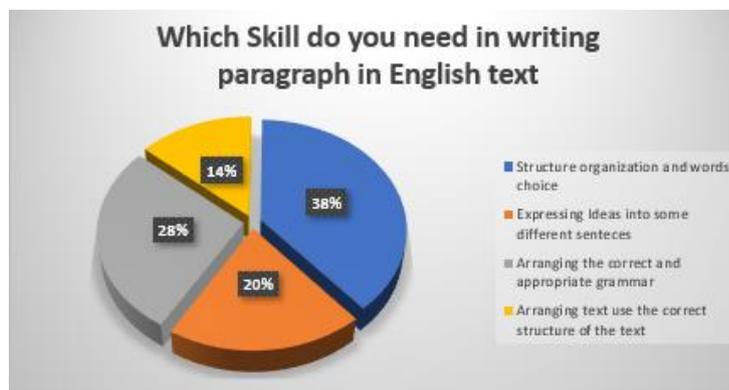
Figure 3. The students' often in writing



Third, it is students' frequency in doing writing. The needs analysis gave information that most of the students sometimes practiced their writing activity about 57% respondent. There were 26 % of them stating that they often practice their writing activity. 17 % students always practice their writing activity and no one of the students stated that they never practiced their writing activity.

- b. Dealing with targets need in terms of necessity, lack and wants. There is one question as presentative each the term. The descriptions of the respondents' necessities about the student's need in writing paragraph are presented in the following figure 4.

Figure 4. The student's necessity in writing paragraph



For the necessities that show from the figure 4 above, there were 38% of the students that chose the skill that they need in writing a text which was using the suitable structure and words choice. The second skill chosen by 28% of them that they need was to use the correct and appropriate grammar in writing a text. There were 14% of the students who chose arranging text use the correct structure of the text.

Dealing with the question for the lack of students are related the student's difficulties. Hutchinson and Waters (1987:55) state that lacks are what the student's

problems of the subject. The descriptions of the students' lack are presented in this following figure 5.

Figure 5. The student's difficulties in write paragraph.

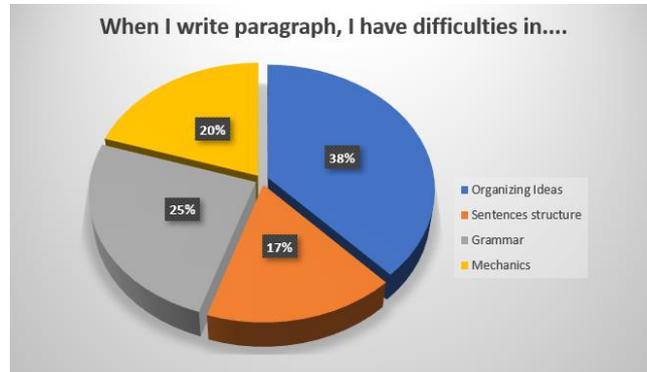
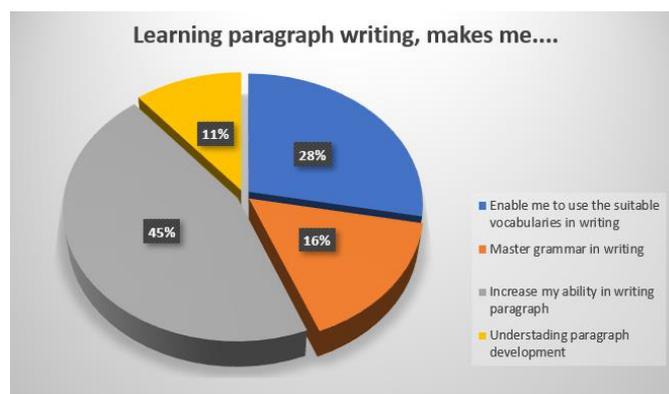


Table 4.3 showed in writing a text, the first difficulties faced by 38% of the students were related in organizing ideas in paragraph. The second difficulties, faced by 25% of the students were related to grammar. The third difficulties faced by 20 % of the students were to use the mechanics of writing and the last, there were 17 % of the students had difficulties in use the correct structure of the text. Because of the lacks of the students above, these materials provide some activities to cover those so it will be helpful for the students.

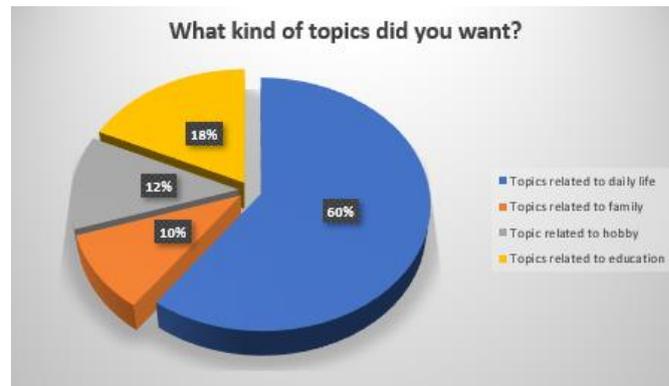
Dealing the question for the student's want are clearly 45% respondents wants to increase their ability in writing paragraph, the students who want to use the suitable vocabularies in writing paragraph were 28%. There were 16 % of the students to master grammar in writing and the last, there were 11 % of them wanted to understanding paragraph development as figure 6 below.

Figure 6. The student's want in writing paragraph.



- c. Dealing with student's learning need, there are 5 terms consist Input, procedure, setting, teacher roles and learner roles. Nunan (2004:47) defines input is the spoken, written or visual data that learners work with in the course of completing the task. The findings show in the following figure.

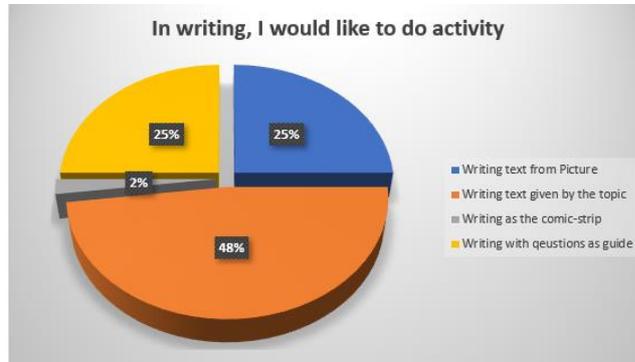
Figure 7. The student’s learning needs in term of input



The figure 7 shows that there were 60 % students who want the topic of materials related to daily life, the students who chose topic related to education were 18%, the students who chose topic related hobby were 12 % and the students who chose the topic related to family were 10.

Dealing with learning need in term of Procedure, the descriptions of the procedure presented in this following figure. Procedure is what the learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004:52).

Figure 8. The student’s learning needs in term of Procedure



The figure 8 shows there are 4 options doing activity in writing, that there are 48% of the students wanted to write text by given the topic. Next, there are 25 % students wanted to write text from picture and write from questionnaire as guide. Then there were 2 % students wanted to write as the comic strip is must be probably, they like to read comic.

Dealing with learning needs in term of Setting, Nunan (2004:70) states setting refers to the arrangement of the classroom specified or implied in the task. The descriptions of the setting are presented in this following figure.

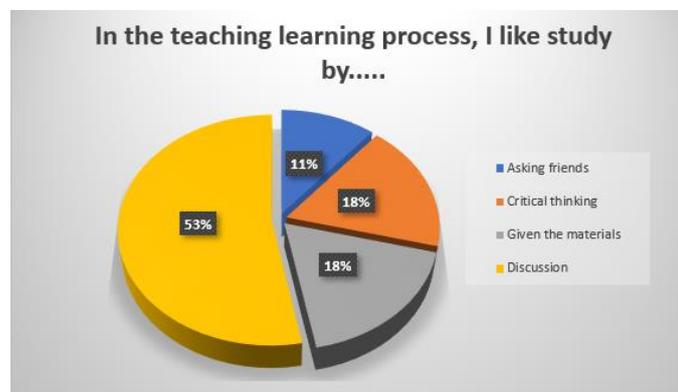
Figure 9. The student’s learning needs in term of setting.



The figure above shows that in doing writing activity, half of students wanted to do in small group about 51% while in big group just 2 % students wanted to do. There were 30% students wanted to do in individually while there were 17 % students wanted doing in pairs

The next term in student’s learning needs is learners role. Nunan (2004:64) defines role as the part that learners and the teachers are expected in carrying out learning task as well as the social and interpersonal relationships between the participants. The result shows in the following figure.

Figure 10. The Learners Role



The figure 10 show that in doing writing activity, the students around 53 % wanted to study by discussion, there were 18% wanted to study by given the material and study by critical thinking and around 11 % wanted study by asking friends.

Dealing with the last terms the student’s learning needs is teacher roles related during the teaching process, the description about the result as show in the following figure

Figure 11. Teacher Role



The figure 11 show that during the teaching and learning process, most of the students liked if the teacher give example in the material followed by 25% by explaining the materials, 20% by discussion and 6% by giving tasks.

5. DISCUSSION

This study tries to explore the students' need in advance to developing Instructional Writing Material based on EGRA Technique. The students' need analysis is crucial as the feasibility of a product should also be measured by demand and needs of the users. In measuring the needs of the students, the researcher tries to find out the present condition of the students' capabilities in learning English and also their expectation. This includes, their objectives in learning English, how they think English material should be delivered in term of language orientation, the endorsement of the four-language skill within of the course, the learning topics and their learning preferences. By the need analysis, a researcher can be designing any materials which meet the learning needs. Need analysis had been suggested by some researcher as expert on material development (Richard, 1983; Wong, 1996; Chand, 2007; Nation, 2010; Wong, et al., 2011). They argued the importance of conducting need analysis before designing any materials whether for English for Specific Purposes

This study investigates need analysis, the first step before developing the material was conducting the need analysis. The data of the need analysis were obtained by distributing questionnaires to the students of fourth semester at English Education Department of Muhammadiyah University of Makassar. The aim of this step was to find out the target need and the learning needs. The needs analysis questionnaires were developed according to Hutchinson and Waters (1987) and Nunan (2004).

According to Hutchinson and Waters (1987:54), target needs are what the learner needs to do in target situation. In terms of the target need, there are three aspects: necessities, wants and lack. For necessities, the skill that students' need in writing a text is using the suitable structure organization and words choice. For wants, the students wanted to increase their ability in writing English from this material developed. For lack, the difficulties faced by the students were related of the use

grammar, the second difficulties faced by the students was related to the structure of the sentences and the third was how to express their own ideas.

According to Hutchinson and Waters (1987:60), learning needs are what the students' need to do in order to learn. Nunan (2004:47) states that the aspects that needed in term of learning need are input, procedure, teacher's role, learner's role and setting.

Nunan (2004:47) defines input as the spoken, written or visual data that learners work with in course of completing the task. Regarding to writing input, most of the students wanted are related to daily life. Students wanted the input of materials was pictures. Regarding to input length, students wanted to have input text with 200 – 300 words in length. Students also stated that the comprehension of grammar ad text type is important.

Nunan (2004: 52) states that procedure is what learners will actually do with the input that forms the point of departure of the learning task. Regarding to writing procedure, most of the students prefer to give procedure by given a certain topic.

Nunan (2004: 70) states that setting refers to the arrangement of the classroom specified of implied in task. For setting, students wanted to do task in small group.

Nunan (2004: 64) defines role as the part that learners and teachers are expected in carrying out learning task as well as the social and interpersonal relationships between the participants. There are two roles in the teaching and learning process, those are learner's role and teacher's role. For learner's role, students prefer to do writing activity by doing discussion. For teacher's role, most of the students liked if the teacher explains the materials during the teaching and learning process.

In short, the materials developed in this research were based on the students need. The needs are derived from the information on what they have to master to help them write, their background knowledge, and their want.

6. CONCLUSION

This study highlights that needs analysis is an essential first step in developing instructional writing materials using the EGRA technique. The findings reveal that students' target needs involve mastering appropriate text structure, word choice, and grammar, while their learning needs include meaningful input related to daily life, short texts supported by pictures, topic-based writing tasks, small-group work, and active teacher guidance. By aligning the materials with students' necessities, wants, and lacks, as well as their preferred learning styles, the developed instructional materials can be more relevant, effective, and supportive in improving students' writing skills.

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