

Students' Voices on Their Needs of Models of Teaching for Writing Skills

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Abstract

The right models of teaching will give much influence on teaching and learning process and result. Flipped classroom - sub model of Blended learning - is believed to give better influences on learning and teaching. This article presents the needs analysis results, which are part of research and development project whose aims are : to identify learners' need in models of teaching for writing skills, to determine the key characteristics of models of teaching based on students needs and to develop models of teaching for writing skills based on Flipped Classroom Models.. The data of needs anlysis were collected through questionnaire to find out the existing models of teaching for writing skills at seven grade, the learners' need of models of teaching for writing skill, and learning needs of models of teaching for writing skills. It is find out that above 50 % of studetns consider flipped classroom is very important for writing skills. 60 % students choose the input being presented in digital form of interactive multimedia. above 50 % students choose to have group activities for writing skills. Omitting homework become favourable for 80 % of students make it as achoose. The role shifting shows the balace almost in balance 50 % to 50 % where students want to incharge deeply in writing process and on the same time still depen on teacher role. The findings of this needs analysis will be used to develop flipped classroom models of teaching for writing skills at seven grade students of SMP N 1 Padang Panjang. Finally, this research is hoped to give contribution in developing models of teaching in English especially for writing skills.

Keywords: *need analysis, models of teaching, flipped classroom, research and development, developing, writing skills*

Introduction

Models of teaching play important roles in successful learning and teaching process and result. They support interactive students engagement (Starting Point : 2019). The site also states that study from science education results in significant learning gains when students participate in interactive engagement activities. Wilson (2019) proposes that models of teaching and learning are very important part to instructional planning and delivery for they help teachers in many ways. Among the assistances, the models give teachers to develop class, make the effective way of the class, vary instructional event, understand curricular foci, modify the learning process, etc. Seeing from the importances of the models, educators and people in charge of education should pay attention to models of teaching application, trends and development.

Flipped classroom model seems to be one of the answer to increase the progress of teaching and learning in some ways. It is a sub category of blended learning where the teachers can reverse the way they present their classroom by moving transfer of information online and pull practice and application into classroom (Saita et al in Waldrop and Bowdon : 2016). The reversing system benefits students because of its flexibility to learn the new topic by their own way and pace and getting them rid of the pressure of home work. Futhermore, as sub-category of blended learning, Flipped classroom will get students attention for their using of tehnology in teaching and learning which closely connect to students' life.

For the reasons above, this study explore students need in models of teaching as the former step to develop flipped classroom models for writing at seven grade students. The study try to find out three things. First, the study accessed how the students see the exist models used in their class for writing. They are asked to grade the way the teacher handle writing class, the quality of learning process and how students feel about their writing class. the purposes of the previous accessing is to find out the strength and the weaknessess of existing models of teaching for writing at seven grade students that can be used as one of consideration developing the new model. Second, the study accessed students need of development of models of teaching

for writing. This step is divided into two part: accessing students need on models of teaching for writing and students need of writing skill. The last one, this study accessed students need on learning process based on the developed model. The processess are divided into the model of input, learning activities, teacher's role, students'role and the language features needed for writing. All the previous processess is taken for online class and face to face class and each accessing seeing from selected base competence in curriculum 2013 for seven grade. the purpose of the last step is to find out the keys for modelling flipped classroom writing class at seven grade students.

Method

This study applied need analysis to find out the keys in developing flipped models for writing at seven grade students. Subject of need analysis are 96 seven grade students of SMP N 1 Padang Panjang namely 7.A , 7B, and 7C class students The data is taken from questionnaires which is divided into three main parts.

The first part explored the existing model of teaching for writing by asking the students to grade the teacher quality in handling the class process, the quality of learning process and their satisfaction on existing writing class.

The second part explores the student needs in models of teaching for writing and students needs for writing skills. On this part, the students are asked to grade the level of importances of some representatives of flipped classroom for their writing class and some appropriate writing skills.

The third one explores students needs in learning process for writing based on flipped classroom. The learning process here is divided into online class and face to face class. Student are asked to grade the level of impotances of learning in put for both classses (online and face to face class). Model of learning in put of online class will become the main activity while the model of input in face to face class will be the confirmation of the online class since flipped classroom base concept is reversing the traditional class with technology assisstance. Futher more, the students are asked to grade the level of importances of learning activities based on flippep classroom model for both classses. The activities that gets most voices will be put on the developed design for writing based on flipped classroom. Then students are asked to grade the level of importances of preferable roles of teacher and their own roles in teaching and learning activity. And the last one, students are asked to grade level of importances of language features needed for writing skills.

Feasibility data is formed by Likert 1- 5 scale by following provision:

The first part : Score 5 = Very good
 Score 4 = Good
 Score 3 = Quite good
 Score 2 = Less good
 Score 1 = Bad

The second and third part : Score 5 = Very important
 Score 4 = Important
 Score 3 = Quite important
 Score 2 = Less important
 Score 1 = Not important

The analyzing of need analysis result is presented descriptively by counting the percentage of each item of questionnaires. Percentages of each items that reach above 50 % is regarded as majority needs of respondents. The result is presented in table and being discussed in research result and discussion.

Results and Discussion

There are three main parts of questionnaires in need analysis which is formed by Likert scale 1- 5 (Very good - bad and Very impotant - not important). The following is the table of questionnaires instrument.

Table 1. Indicators questionnaire for Need Analysis

| No | Students Needs | Indicators | Items |
|----|--|--|----------|
| 1. | Students analysis of the existing models of teaching for writing | a. Teacher's presentation b. Learning process c. students satisfaction | 10 items |
| 2. | Students needs of models of teaching development for writing | a. Students needs of models of teaching for writing b. Students needs of writing skills | 17 items |
| 3 | Students learning needs for writing | a. Students needs of face to face class input model for base competence (BC) 4.1, 4.2, 4.3, 4.4. | 6 items |

Cont. Table 1.

| | | |
|-------------|---|----------|
| b. | Students needs of online class input model for base competence (BC) 4.1, 4.2, 4.3, 4.4. | 5 items |
| c. | Students needs of face to face learning activities for base competence (BC) 4.1, 4.2, 4.3, 4.4. | 9 items |
| d. | Students needs of online learning activities for base competence (BC) 4.1, 4.2, 4.3, 4.4. | 3 items |
| e. | Teacher role | 8 items |
| f. | Students role | 9 items |
| g. | Students needs of language features for writing | 3 items |
| Total items | | 70 items |

The findings of needs analysis can be seen from the following tables ;

Table 2. Students analysis of the existing models of teaching for writing

| No | Items | Respondents percentage for : | |
|-----|--|------------------------------|----------------|
| | | Scale 5 (Very Good) | Scale 4 (Good) |
| 1. | The way teacher lead the writing class | 56 % | 35 % |
| 2. | Give time for questioning unsolved material for writing | 52 % | 40 % |
| 3. | Teacher's assistance for lower students in writing class | 62 % | 24 % |
| 4. | Students motivation in writing class | 47 % | 44 % |
| 5. | Writing class | 39 % | 43 % |
| 6. | The existing writing topic | 38 % | 50 % |
| 7. | The existing teaching material for writing | 42 % | 37 % |
| 8. | The existing media for writing | 52 % | 37 % |
| 9. | The existing assessment for writing | 48 % | 42 % |
| 10. | The existing feed back given by teacher for writing | 48 % | 43 % |

Based on the table above, we can see that teacher quality learning process get positive responds by the respondent. It means that the existing role of the teacher in writing class will become important consideration for the next developed flipped classroom. On the other side, most of items about learning process and students satisfaction get score under 50 %. They probably appear as a reaction of their difficulties in writing and their exam result. Researcher finds these as a challenge in developing its models of teaching.

Table 3. Students needs of developing models of teaching for writing.

| No | Items | Percentage of scale 5 (Very Important) |
|-----|---|--|
| 1. | Learning using IT devices (internet, social media, website, computer, handphone, dll) | 68 % |
| 2. | Dividing learning process into online and face to face class. | 63 % |
| 3. | Studying the material at home before coming to the class with students own pace and style | 62% |
| 4. | Providing students with teaching material in form of video, interactive slides, lesson summary. | 66 % |
| 5. | Omitting homeworks by reversing them into "school work" | 80 % |
| 6. | Varying writing activities such as jig saw writing, describing using picture series, writing on comic cloud, etc. | 56 % |
| 7. | Extending school work activities by having activities such as writing group, dicussion, presentation under teacher supervision. | 57% |
| 8. | Having students initiated activities for writing for example students publish his writing product in social media, | 38 % |
| 9. | Completing sentences with the right words | 54 % |
| 10. | Arranging jumbled words into good sentences | 57 % |
| 11. | Arranging jumbled sentences into good conversation | 53 % |

Cont. Table 3.

| | | |
|-----|-------------------------------------|------|
| 12. | Writing through guided pictures. | 54 % |
| 13. | Writing by completing word pattern. | 53 % |
| 14. | Having Jigsaw writing | 55 % |
| 15. | Doing "chained" writing | 48 % |
| 16. | Writing by correcting | 37 % |
| 17. | Writing by tutoring other students | 48 % |

From seventeen ideas of developed flipped classroom for writing, only 4 activities regard as less important and get under 50 % score from respondents. They are publishing writing product in social media, doing "chained" writing, writing by correcting, and writing by tutoring. It is probably due to students perception of their limited skill of writing. The table above gives researcher wide choices in developing writing activities for flipped classroom

Table 4. Students needs of Input Model for teaching material for face to face class at Base Competence (BC) 4.1, 4.2, 4.3, 4.4.

| No | Items | Percentage of scale 5 or 4 (Very Important or important) | | | |
|----|--|--|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1. | Having quiz to check students understanding of the material they learn online. | 56 % | 55 % | 60 % | 56 % |
| 2. | Beginning the class by having question and answer to check students understanding of the material they learn online. | 53 % | 43 % | 53 % | 53 % |
| 3. | students sharing their understanding about the material learn in online class | 43 % | 42 % | 45 % | 44 % |
| 4. | Presenting slides to confirm students understanding about the aterial they have learn in online class | 66 % | 60 % | 64 % | 62 % |
| 5. | Having a game to check students understanding about the material | 55 % | 55 % | 50 % | 54 % |
| 6. | Having matching game to confirm students understanding about material they learnt in onine class | 53 % | 59 % | 60 % | 53 % |

The table above show respondents preferable choice of the way to confirm their understanding of teaching material that has been presented in online class. From six choices, sharing their understanding to other get less than 50 %, but it doesn't run too low from the avarage preferable score. The choice made by the respondent seems to give the picture of their immaturity as seven grade students.

Table 5. Students needs of Input Model for teaching material for online class in Base Competence (BC) 4.1, 4.2, 4.3, 4.4.

| No | Pertanyaan | Percentage of scale 5 or 4 (Very Important or important) | | | |
|----|--|--|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1. | Teacher on video explaining teaching material | 61 % | 57 % | 58 % | 63 % |
| 2. | Animation video about teaching material | 74 % | 65 % | 66 % | 68 % |
| 3. | Interactive slides about teaching material | 54 % | 52 % | 50 % | 55 % |
| 4. | Software to help students understand the material | 58 % | 55 % | 62 % | 58 % |
| 5. | Searching in selected website or page to find the answer of some questions in oder to understand the material. | 59 % | 57 % | 65 % | 67 % |

Seeing the table above give us an impression that students life is closely connected to internet and the use of technology. All available choices about teaching with technology gets mayotity place.

Table 6. Students Needs of learning activities for face to face class for Base Competence (BC) 4.1, 4.2, 4.3, 4.4

| No | Pertanyaan | Percentage of scale 5 or 4(Very Important or important) | | | |
|----|--|---|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1. | Filling conversation cloud in comic strip with right expressions based on the topic (role play writing). | 48 % | 52 % | 53 % | 50 % |
| 2 | Doing pair "paper chatting" to have exercise for the topic studying. | 43 % | 50 % | 47 % | 48 % |
| 3 | Doing "Jigsaw writing" (menulis berkelompok) sesuai dengan materi yang dipelajari. | 48 % | 50 % | 47 % | 49 % |
| 4 | Doing 'correcting error' to given text | 59 % | 62 % | 60 % | 54 % |
| 5 | Doing 'chained writing' based on topic learning | 46 % | 52 % | 50 % | 49 % |
| 6 | Writing post card | 47 % | 45 % | 47 % | 46 % |
| 7 | Presenting writing product in front of the class. | 40 % | 45 % | 42 % | 47 % |
| 8 | Doing "Paper" question and answer activity | 58 % | 52 % | 52 % | 55 % |
| 9 | Writing simple story based on clues given | 46 % | 46 % | 47 % | 44 % |

It can be seen that from the table above most of developed writing activities based on flipped classroom in face to face class get almost majority of students. It will be consideration for the researcher to choose the kind of activities to be developed in for writing in new model of teaching. This probably happen because students still cannot imagine what kind activities they will follow or these kind of activities are new for them.

Table 7. Students Needs of learning activities for online class for Base Competence (BC) 4.1, 4.2, 4.3, 4.4

| No | Pertanyaan | Percentage of scale 5 or 4(Very Important or important) | | | |
|----|---|---|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1. | Having online group discussion such wa group discussion | 59 % | 60 % | 59 % | 62 % |
| 2 | Publishing writing project in social media or in group discussion | 46 % | 47 % | 43 % | 50 % |
| 3 | Making and publishing videowith subtitle based on topic learning | 52 % | 51 % | 49 % | 54 % |

The activities above guide students to generate their own activity in online class. Three of the activities seem nearly preferable even though online discussion still get the most place.

Table 8 Students needs of teacher role

| No | Pertanyaan | Percentage of scale 5 or 4(Very Important or important) | | | |
|----|---|---|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1 | Teacher controls the writing class actively. | 67 % | 66 % | 54 % | 60 % |
| 2 | Teacher supports students to develop students writing ability. | 55 % | 62 % | 55 % | 57 % |
| 3 | Teacher is the learning sources for writing. | 61 % | 60 % | 60 % | 64 % |
| 4 | Teacher assesses students both in online and face to face class. | 62 % | 63 % | 64 % | 65 % |
| 5 | Teacher arranges the writing activities . | 48 % | 50 % | 55 % | 50 % |
| 6 | Teacher takes a part in writing processess . | 58 % | 57 % | 60 % | 62 % |
| 7 | Teachers accompany and guide students intensively to handle their problem on writing. | 67 % | 64 % | 60 % | 70 % |
| 8 | Teacher gives feedback on students progress and achievement on writing. | 49 % | 51 % | 48 % | 49 % |

The table above inform that students need variative roles of teacher in classroom.

Table 9 Students needs of their own role

| No | Pertanyaan | Percentage of scale 5 or 4(Very Important or important) | | | |
|----|---|---|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1 | Students find and share material for writing. | 50 % | 52 % | 52 % | 53 % |
| 2 | Students and teacher help lower student. | 63 % | 58 % | 52 % | 53 % |
| 3 | Students train other students. | 60 % | 59 % | 59 % | 60 % |
| 4 | Students do writing presentation in online and face to face class | 51 % | 50 % | 51 % | 50 % |
| 5 | Students study under teacher control | 62 % | 57 % | 55 % | 59 % |
| 6 | Students choose their own learning activities. | 52 % | 50 % | 48 % | 48 % |
| 7 | Students have their own reflection about their writing ability. | 52 % | 50 % | 48 % | 48 % |
| 8 | Students have their own assessment about their learning process in writing. | 54 % | 55 % | 51 % | 55 % |
| 9 | Students assess other students improvement in writing | 50 % | 46 % | 50 % | 53 % |

From the table above, we can see that most students need to be incharge in all process of their learning. This information will be used to put student in their preferable place in writing class based on flipped classroom model.

Table 10 Students needs of language features for writing

| No | Pertanyaan | Percentage of scale 5 or 4(Very Important or important) | | | |
|----|--------------|---|--------|--------|--------|
| | | BC 4.1 | BC 4.2 | BC 4.3 | BC 4.4 |
| 1 | Vocabularies | 75 % | 66 % | 67 % | 68 % |
| 2 | Expression | 60 % | 63 % | 64 % | 60 % |
| 3 | Grammar | 60 % | 60 % | 64% | 60 % |

From the table above can be seen that most students needs supporting features for their writing class. It is noted that researcher need to create kind of teaching material and exercise that contain leanguage feature for both onine and face to face class.

Conclusions

This paper has shown the important of need anlysis in models of teaching for writing. Some important guidances to develop flipped classroom for writing at seven grade student can be shown by having need analysis. The guidances includes some part of existing model of teaching to be kept for it has positive respond from the respondent e. g the quality of teacher service on existing writing class. Another guidances, the result need anaysis can define preferable models of flipped classroom input and activities for online and face to face in writing class. This guidance become the frame work of teaching activities since the ideas taken from respondent choices who will use the developed design. it is hoped to minimize the difficulties in adapting the new model. The last one, the guidance lead to positionate teacher and students in writing class and inform language features needed by students in writing class. In short, it is hoped that the result of need analysis would lead other academics and educators to investigate students' specific needs in order to design models of teaching for writing meet students' needs. It is clear that flipped classroom is really important to be applied.

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