

**THE STUDENTS' NEEDS IN LEARNING WRITING SKILLS
(A DESCRIPTIVE STUDY AT THE SECOND SEMESTER STUDENTS
ENGLISH EDUCATION DEPARTMENT OF MAKASSAR
MUHAMMADIYAH UNIVERSITY)**



A THESIS

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for the Degree of Education in English Department*

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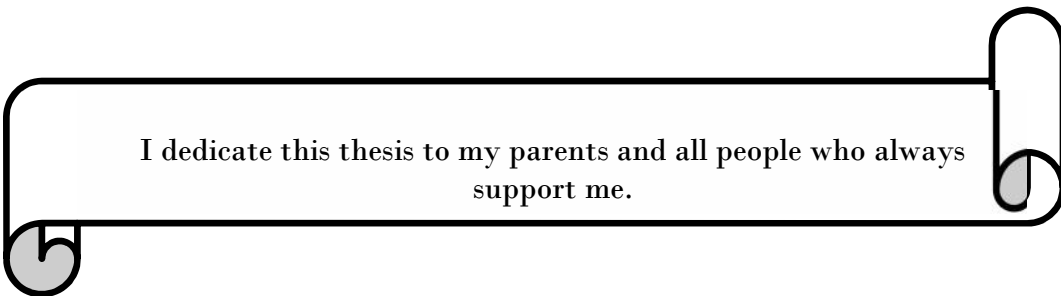
Yang Membuat Perjanjian

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Motto



**Always be Your Self and
Never .be anyone else Even if
They Look Better Than You.**



I dedicate this thesis to my parents and all people who always
support me.

ABSTRACT

Resky Amalia Natsir. 2018. The Students' Needs in Learning Writing Skills (A Descriptive Study at the Second Semester Students English Education Department Of Makassar Muhammadiyah University. Supervised by Hj. Andi Tenri Ampa and Umami Khaerati Syam.

The aims of this research were to find out the forms of writing skill are needed by the students in learning writing skills and the topics of writing skill are needed by the students in learning writing skills at the Second Semester Students English Education Department Of Makassar Muhammadiyah University.

The research applied descriptive study to get description and evaluation about The Students' Needs in Learning Writing Skills of students in Muhammadiyah University of Makassar. In this research, the writer used questionnaire. The population of the research was the students of Muhammadiyah University of Makassar in 2015/2016 academic year.

The finding of the research showed that the students' need in learning writing skill for kind of form of writing. The data showed that almost all students choose writer-oriented forms was conclude (61%), meanwhile the other students choose reader-oriented was conclude (68%), and topic-oriented forms was conclude (70%) as needs the form of writing skill, and The students' need in learning writing skill for kind of themes of writing skill. The data showed that history got the highest percent wide that history got the highest percent with (98%), more over the data showed (97,8%) students choose food, (96.4%) students choose politics, (95,6%) students **choose** shopping, (90.2%) students choose work, (90%) students choose daily routine, (88.8%) students choose transport, (88.8%) students choose science, (87.4%) students choose family and children, (86%) students choose communication and personality, (85%) students choose environment, (82.2%) students choose accommodation, and the last is (61.7%) students choose free time

Key Word: *The Students' Needs, Writing, Themes, Forms.*

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The Writer

Resky Amalia Natsir

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CHAPTER 1

INTRODUCTION

A. Background

Teaching English in Indonesia is focus on the ability of the student's communication. The communication can be an oral and or written forms. The learner should be able to learn the four language skills, namely; listening, speaking, reading and writing. The learners should have the abilities in reading and listening to support their speaking and writing.

As one of the four language skills, writing has always occupy place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students, especially, need to learn writing and prepare themselves for the final academic assignment, thesis writing. This, is term student's needs, integrate writing is necessary.

Writing is one of the important skills in teaching English. It is always occupy place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic purpose. To write well people must have good capabilities in writing. Moreover, some who wants to write the essay or story must know the steps in writing process and aspect of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherence paragraphs and the text.

All of those students' needs in learning writing skills as the predictor variables in this study. This study was conducted at the second semester of the English department in Muhammadiyah University of Makassar. The students in second semester were chosen in this study because they come from different levels of senior high school and different levels of knowledge and social background. Then, because they were in transition process, they need time for adapting into new school atmosphere. Specially, from the learning writing skills.

Therefore, the lecturers are expected to overcome the constraints by teaching for the English writing skills based on the students' needs. The understanding of the students' need is very important to do. It is due to the necessity to associate the learning writing skills with the students' needs. In this case, the writer intends to take up that problem, through his paper entitled: **“The Students' Needs in Learning Writing Skills (A Descriptive Study At The second Semester Students English Education Department Muhammadiyah University of Makassar)**

B. Problem Statement

The researcher chooses the topic of the study based on the following reasons:

1. What forms of writing skill are needed by the students in learning writing skills?
2. What themes of writing skill are needed by the students in learning writing skills?

C. Object of the Study

Based on the problem formulation above, the research objectives as follow:

1. The students' knowledge in learning writing skills at the second semester of English department in Muhammadiyah University of Makassar.
2. The students' needs in learning writing skills at the second semester of English department in Muhammadiyah University of Makassar.

D. Significance of the study

The researcher expects that this research will be useful for :

1. The students
As the information to know what they are needs to learning writing skills.
The students can improve their students' writing skills.
2. The teacher
As the information what the students' needs in learning writing skills. The teacher can use this result of research as a feedback on the teaching activities and he can increase his method in teaching learning program well.
Beside that he also can use the result of the research as an alternative way to teach writing in the class for his students.
3. The researcher
As the information what is the student's needs which the best in writing subject.

E. Scope of the Study

The research is limited to the students' needs in learning writing focus on topic-oriented forms, such as narration, description, classification, argumentation, and analysis at the second semester students English education department Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter emphasizes the theoretical foundation related to the study. It includes some explanations on the needs analysis and writing.

A. Needs Analysis

Needs analysis (NA) is an information gathering process. A needs analysis is to identify “what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training”. We should understand what the industries want from the students as prospective workers, and what the professors want from their students to meet the goal of each program, and the students’ motivation to learn in English class. Needs analysis can be helpful in determining whether a program should be implemented by finding out if it matches the goals and objectives of the learners for learning a language and at the same time used as part of a program can help in improving various components of the program and making these more oriented to the needs of the learners. Needs analysis can also help in evaluating an existing program and if found deficient can help in establishing the need for introducing a change and what kind of change may appropriately match the needs of the learners and simultaneously be acceptable to teachers.

This is the type of utilization of Needs analysis which can help in determining whether a positive attitude towards implementation of CLT exists

among teachers and learners and whether CLT is more attuned to the kind of existing learning needs. Needs analysis will be limited to gathering information about the attitudes, beliefs and opinion of the learners and teachers and concurrently a more comprehensive NA will be conducted to gather information about all contextual factors.

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors (Munby, 1978:2) Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp - Lyons, 2001; Finney, 2002).

According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

Brindley (1989) and Berwick (1989:2) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners. In his state-of-the-art article, West (1994) gives a thorough overview of needs analysis in

language teaching, including its history, theoretical basis, approaches to needs analysis, etc.

According to Iwai et al. (1999), formal needs analysis is relatively new to the field of language teaching. However, informal needs analyses have been conducted by teachers in order to assess what language points their students needed to master. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to meet the needs of their students during their learning.

From the field of language teaching the focus of this paper will be on ESP. Clearly, the role of needs analysis in any ESP course is indisputable. For Johns (1991:3), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. Though needs analysis, as we know it today, has gone through many stages, with the publication of Munby's *Communicative Syllabus Design* in 1978, situations and functions were set within the frame of needs analysis. In his book, Munby introduced 'communication needs processor' which is the basis of Munby's approach to needs analysis.

Hutchinson and Waters (1987:4) suggest similar yet different definitions and classifications concerning 'needs.' They use three terms to explain 'needs' such as 'necessities,' 'wants,' and 'lacks.' They define 'necessities' as the type of need determined by the demands of the target situation, that is, what the learner should know in order to work effectively and efficiently in the target situation.

Hutchinson and Waters argue that to identify necessities alone is not enough to understand 'needs.' Since in ESP major variable to be considered is particular learners, we also need to know what learners want and lack. We need to find out what learners actually view their needs are. Their needs may conflict with the needs perceived by course designers and teachers. As course designers, we also need to evaluate what learners already know. The target proficiency needs to be matched against the existing proficiency of learners. The gap between the two can be referred to as learners' lacks. A necessities analysis corresponds to a TSA, a target situation analysis suggested by Dudley-Evans and St John (1989), a wants analysis corresponds to an LSA, a learning situation analysis, and a lacks analysis corresponds to a PSA, a present situation analysis. However, different from Dudley-Evans and St John's categorization, Hutchinson and Waters argue that 'there is no necessary relationship between necessities as perceived by sponsor or ESP teacher and what the learners want or feel they need.' They view necessities, wants, and lacks in two different perspectives: one is perceived by course designers, that is an objective viewpoint and the other perceived by learners, that is a subjective viewpoint. In order to explain the differences in perspectives, Hutchinson and Waters use a diagram (Figure 1) suggested by Richard Mead (1980) in discussing motivation of students taking ESP courses in the faculties of Medicine, Agriculture and Veterinary Science at a university in the Middle East. These students of the Agriculture and Veterinary Faculty were not motivated by their subject-specific texts. They did not want to study these subjects. They

wanted to become medical doctors, but there were not enough places in the Medical Faculty to accommodate them all. As you can in the wants of Figure 1, the teachers perceive that students want to succeed in agricultural or veterinary studies but the students want to undertake medical studies.

1. Target Needs

Target needs is what the learner needs to do in the target situation, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants’.

a. Necessities

According to the demands of the target situation, this is what the learner has to know in order to function effectively in that situation. Business letter/the linguistic features discausal, functional, structural, lexical communicate effectively at sales conferences/ 1getting information from sales catalogues.

b. Lacks

According to what the learner already knows, we decide what necessities are missing. There is a gap between the existing proficiency and the target proficiency.

c. Wants

According to what we have considered from an objective, we have to say that a need does not exist independent of a person.

2. Gathering Information about Target Needs

Different ways in which information can be gathered about needs: Questionnaires, Interviews, Observation, Data collection, Informal consultations important: The choice will depend on the time and resources available, and needs analysis is not a once-for-all activity. It should be a continuing process.

A Target Situation Analysis Framework: Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?

- a. Why is the language needed?
 1. For study
 2. For work
 3. For training
 4. For a combination of these
 5. For some other purpose, e.g. status, examination, promotion.
- b. How will the language be used?
 1. Medium (speaking, writing, reading etc.)
 2. Channel (telephone, face to face etc.)
 3. Types of text or discourse (academic texts, lectures, informal conversations, technical manuals, catalogues.)
- c. What will the content areas be?
 1. Subjects (medicine, biology, architecture, shipping, commerce, engineering etc.)

2. Level (technician, craftsman, postgraduate, secondary school).
- d. Who will the learner use the language with?
 1. Native speakers or non-native
 2. Level of knowledge of receiver: (e.g. expert, layman, and student)
 3. Relationship: (e.g. colleague, teacher, customer, superior, subordinate)
 - e. Where will the language be used?
 1. Physical setting: (e.g. office, lecture theatre, hotel, workshop, library)
 2. Human context: (e.g. alone, meetings, demonstrations, on telephone)
 3. Linguistic context: (e.g. in own country, abroad).
 - f. When will the language be used?
 1. Concurrently with the ESP course or subsequently
 2. Frequently, seldom, in small amounts, in large chunks.

To analyze learning needs, we can use a similar checklist to that used target situation analysis (Tom and Alan, 1987: 62):

3. Learning Needs Analysis

What we have not considered yet is the route. How are we going to get from our starting point to the destination? The whole ESP process is concerned not with knowing or doing, but with learning. We need to take into account the destination or needs of a learning situation: A task that is enjoyable, fulfilling, manageable, generative, etc. A project in class can be guided in terms of its general orientation by the target situation, but its specific content is a response to learning needs.

As it is apparent from the name, this type of needs analysis has to do with the strategies that learners employ in order to learn another language. This tries to

establish how the learners wish to learn rather than what they need to learn (West, 1998). Allwright who was a pioneer in the field of *strategy analysis* (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997). It is Allwright who makes a distinction between *needs* (the skills which a student sees as being relevant to himself or herself), *wants* (those needs on which students put a high priority in the available, limited time), and *lacks* (the difference between the student's present competence and the desired competence).

His ideas were adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us "what the learner needs to do in order to learn". Obviously, they advocate a process-oriented approach, not a product- or goal-oriented one. For them ESP is not "a product but an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson and Waters, 1987: 16). What learners should be taught are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evans and St. John, 1998).

For example, in a target situation students may need to read long, dull, complex texts, but their motivation may be high because: 1. they like the subject in general 2. Job/Promotion prospects may be involved 3. They will carry out interesting experiments or practical work (based on the text) 4. They like and/or respect the teacher/boss.

4. Analyzing Learning Needs

Hutchinson and Waters' (1987) definition of wants (perceived or subjective needs of learners) corresponds to learning needs. Similar to the process used for target needs analysis, they suggest a framework for analyzing learning needs which consists of several questions, each divided into more detailed questions. A framework for analyzing learning needs: Why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners?

a. Why are the learners taking the course?

These are the list for knowing the learners' reason take the course as the framework in analyze learning needs.

1) Compulsory or optional

The learners are taking the course for compulsory or optional activity as addition duty from the school.

2) Apparent need or not

Course is apparent need for the learners, so they are taking it to increase their English or the learners only regard the course as useless activity.

3) Are status, money, promotion involved?

The learners will take course because they are interesting with the promotion includes low cost of the course payment, moreover the promotion provider is more popular than the others.

4) What do learners think they will achieve?

The learners are taking course because they expect to be going get much competence than the other who does not take the course.

b. How do the learners learn?

For knowing how the learners learn, the researcher can use some questions as the framework in analyze learning needs such as what is their learning background?, what is their concept of teaching and learning?, what methodology will appeal to them?, and What sort of techniques are likely to bore/alienate them?

c. What resources are available?

Choosing suitable resources for the learner in taking course is very important so we can use some consideration points to decide the available resources such as number and professional competence of teachers, attitude of teachers to ESP, teacher knowledge of and attitude to the subject content, materials, aids, and opportunities for out of class activities.

d. Who are the learners?

Deciding the learners can divide into some category based on their age/sex/nationality; their already knowledge about English; their interest; their socio cultural background; favorite teaching style; and their attitude to English or the cultures of the English speaking world.

e. Where will the ESP course take place?

To know where the proper place for the students in taking course we can ask them about surroundings such as pleasant, dull, noisy, cold, etc.

f. When will the ESP course take place?

A proper time for the learners is a sensitive matter so we have to know what time that suitable for students in taking course such as every day or once a week; full time or part time; and concurrent with need or pre-need.

Finally, as Allwright (1982, quoted in West, 1994) says the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning.

B. The Concept of Writing

There are four skills in learning English they are listening, speaking, reading, and writing, that four skills are very important to be emphasized in teaching and learning English. By writing, students can get knowledge and information. Especially students, they can improve their English by reading a book, newspaper or magazine that is written in English. They can learn about the grammar or the good way in writing a sentence. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something.

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book “Writing Well” that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley (1985) said that writing is a way of thinking as well as a means of communication. Fred D. White (1986) also said that writing is more than public communication; it is a way of thinking.

Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity.

Similarly, Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world.

They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities. To Myklebust (1960), writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual receptive components.

From the opinions above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

1. The Forms of Writing

Writing has several genre or forms. According to Scholes and Comley (1985), the forms of writing fall into three categories. They are writer-oriented forms, reader-oriented forms, and topic oriented forms.

a. Writer-Oriented Forms, it means the forms of writing in which the writer is the center of attention. There are two forms of these categories. They are Expression and Reflection.

- 1) *Expression*. In this form the writer writes to express their feeling or thoughts.
- 2) *Reflection*. In reflective writing, the writers self in doubled. In reflection we look back –that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between then and now. Reflection allows us to discover significance in the events of our own lives.

b. Reader-Oriented Forms. There are two forms of reader-oriented writing. They are Direction and Persuasion.

- 1) *Direction*. It provides information and arranges the information in the most useful and comprehensive order such as cook book and instruction book.
- 2) *Persuasion*. It is designed to persuade or to motivate the reader to do something.

c. Topic-Oriented forms. The six forms of topic-oriented writing are narration, description, classification, argumentation, analysis, and synthesis.

- 1) Narration is the writing form which shared to the reader about an event that happens in time.
- 2) Description is to take a scene or an object and capture it in language.
- 3) Classification is the form that puts a premium on organization. It uses category or subtopic.
- 4) Argumentation differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.
- 5) Analysis is both a way of observing and a way of writing about what writer have observed.
- 6) Synthesis is the fullest and most complete form of academic writing.

2. Topics of Writing

In organizing thoughts and information, we have to write a preliminary topic statement that clearly and concisely expresses research idea. A topic statement is the general subject of research project. This is distinct from the purpose, a thesis statement, facts, or opinions. These elements are used to develop and organize the final presentation of research.

There are a lot of topics to write about as in the following lists:

a. Art

Possible areas:

1. Censorship of art and artists
2. Creativity
3. Art at school
4. The benefits of art for individuals and society
5. Funding

b. Accommodation

Possible areas:

1. Absolute accommodation
2. Amplitude of accommodation
3. Histology accommodation
4. Negative accommodation
5. Positive accommodation

c. Business and Money

Possible areas:

1. Small vs large business
2. International business
3. Family run business
4. Management and leadership
5. Success in business
6. Business and technology

7. Skills vs knowledge for business
8. Materialism and consumerism

d. Communication and Personality

Possible areas:

1. Technology and communication
2. Family and communication
3. Face to face vs long distance communication
4. Types of communication
5. The development of character and personality
6. Innate or developed personalities
7. Female / male characters

e. Crime and punishment

Possible areas:

1. Prisons vs rehabilitation
2. Capital punishment vs other types of punishment
3. Criminals – what make a criminal
4. Major vs minor crime
5. Crime and technology
6. Teenagers and crime
7. Role of policemen
8. Men and woman in law enforcement

f. Culture

Possible areas:

1. Western culture
2. Eastern culture
3. Latin culture
4. Middle eastern culture
5. African culture
6. Constant change

g. Daily routine

Possible areas:

1. Mundane
2. Routine
3. Natural
4. Habitual
5. Normal

h. Economics

Possible areas:

1. Cash and credits cards
2. Saving vs spending
3. Globalizations and economy
4. World economic issues
5. Economic progress and success

i. Education

Possible areas:

1. Children and education
2. Relevant subjects
3. Education and technology
4. Role of teachers
5. Disciplines and rules in school
6. Uniforms
7. Funding
8. Educational aid to poorer countries

j. Environment

Possible areas:

1. Animals
2. Protection and endangered species
3. Zoos
4. Environmental problems
5. Saving the environment and solving problems
6. Government vs individual roles

k. Family and Children

Possible areas:

1. Family roles
2. Family size

3. The generation gap
4. Discipline
5. Role models
6. Family and education

l. Food

Possible areas:

1. Health diets
2. Education of diet
3. Traditional vs modern diets
4. Fast food
5. Children and diet

m. Free Time

Possible areas:

1. Playing sports
2. Reading
3. Relaxing
4. Summer vacation

n. Health

Possible areas:

1. Prevention vs cure
2. Funding
3. Health and education

4. Poor countries and rich countries
5. Health aid
6. Dealing with global epidemics
7. Hospital and treatment
8. Obesity
9. Exercise and health

o. History

Possible areas:

1. Historical events
2. Philosophy of history
3. Social history
4. Intellectual history

p. Language

Possible areas:

1. Heaving only one language in the world
2. Methods of language learning
3. Travel and language
4. The disappearance of languages
5. Language and culture

q. Media and advertising

Possible areas:

1. Censorship, control and freedom of speech

2. Advertising methods
3. Children and advertising
4. Media and technology
5. News and reporting

r. Politics

1. Political science
2. Political economy
3. Political party
4. Political risk analysis

s. Technology

Possible areas:

1. Controlling the internet
2. Socializing online
3. Children and technology safety)
4. The change in society
5. Letter vs email
6. Storing data

t. Transport

Possible areas:

1. Development of infrastructure
2. Comparing forms of transport
3. Problems with modern forms of transport

4. Environmental issues

u. Travel

Possible areas:

1. Culture and travel
2. Understanding people and travel
3. Living in a global world

v. Science

Possible areas:

1. Principle of physical science
2. Philosophy of science
3. Earths science
4. Science fiction

w. Society

Possible areas:

1. Overpopulation
2. Poverty
3. Homeless people
4. Crime in the streets
5. Modern life styles
6. Budget spending
7. Public services

x. Shopping

Possible areas:

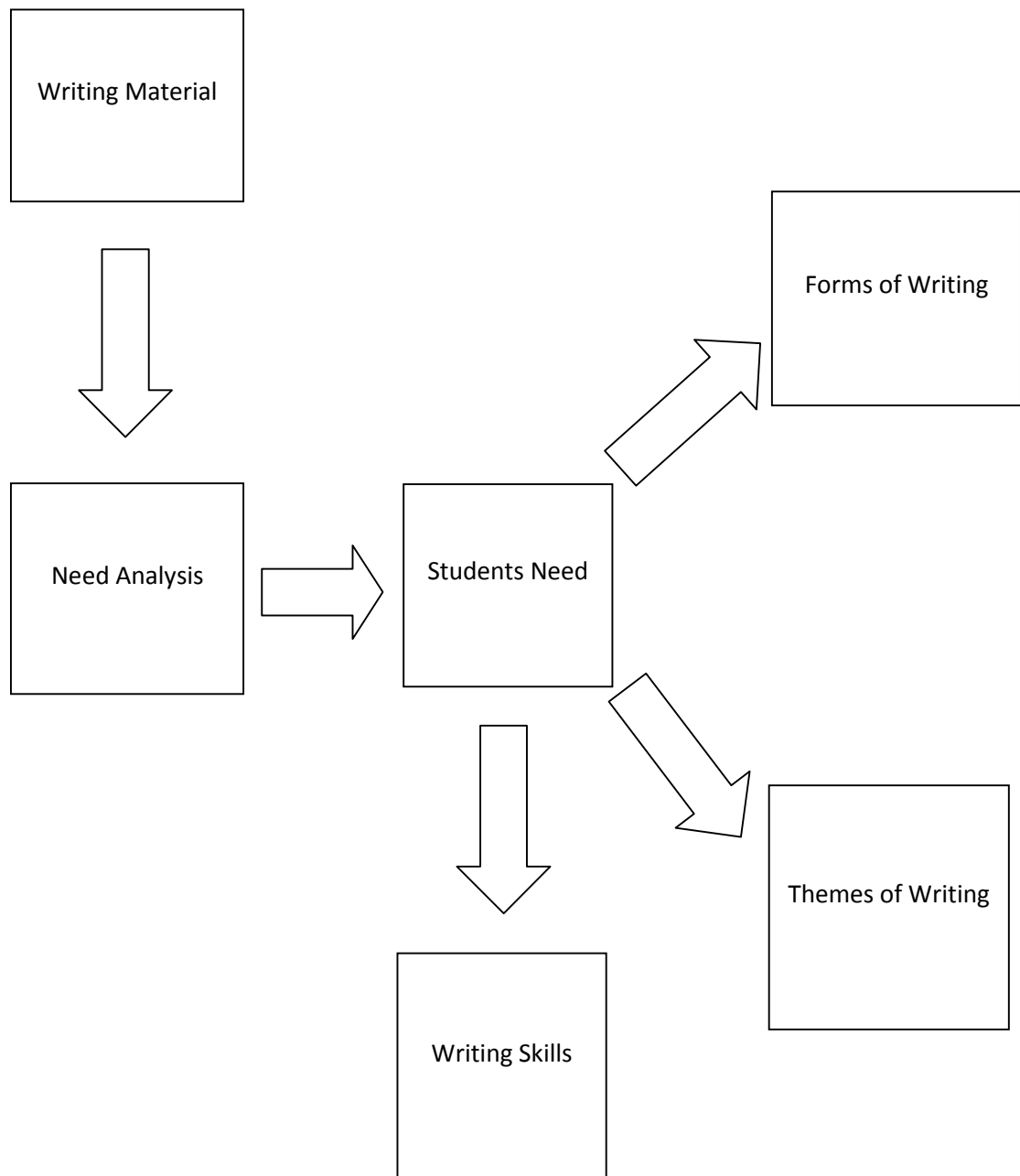
1. Shopping centre (marketplace)
2. Shopping goods
3. Agency shop

y. Work

Possible areas:

1. Shift work
2. Women in work
3. Types of jobs (blue collar / white collar)
4. Children and exploitation
5. Part time work
6. Work and technology
7. Employment
8. Salary
9. Equality

C. Conceptual Framework



CHAPTER III

RESEARCH AND METHOD

The purpose of this study was to know the students' need in learning writing skills. This chapter present some important aspects use in gathering the data. The aspect involved research design, research Variable and Indicators, population and sample, research Instrument, procedure of data collection and data analysis.

A. Research Design

Concerning the research problems and objectives, the researcher used a descriptive quantitative. According to Aliaga and Gunderson (2000), Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

This study conducted to get description and evaluation about The Students' Needs in Learning Writing Skills (A Descriptive Study at the Second Semester Students English Education Department Muhammadiyah University of Makassar). The researcher applies descriptive qualitative study as the research design. The data obtained from questionnaire.

B. Research Variables and Indicators

1. This research variable focus on topic-oriented forms of students' needs in learning writing skills.
2. This research indicator is the students' needs in learning writing skills.

C. Population and Sample

1. Population

The population of the research was the second semester English department Muhammadiyah University of Makassar in 2016 / 2017. The numbers of population were 324 students from the tenth class. The total numbers of population were 324 students.

2. Sample

The researcher used random sampling technique. The total numbers of sample were 100 students of the second semester English Department Muhammadiyah university of Makassar in 2016 / 2017.

D. Research Instrument

The questionnaires covered the items of the students' needs in learning writing. The researcher gives the choices for the second semester students English education department by way of sort.

E. Data Collection

The data collected from the students at second semester students English education department Muhammadiyah University of Makassar. The students were given questionnaires and then the students filled the questionnaire by selected and sort according to what they do and like. Students' needs towards the forms of writing divided into three, students' needs towards the topics of writing divided

into twenty-fifth. The data was arranged in the tabular form and percentage of each frequency is calculated.

F. Data Analysis

Data obtained from the questionnaires and rubrics are analyzed by using the percentage technique. The formula is: $P = \frac{F}{N} \times 100$, where P are per cent, F are the frequency of the responses, and N are a total number of responses. The analytical process of students needs towards the forms of writing was classified into 3, i.e. if students chose number 1 as the first order value are 3 (1-3), chose number 2 value 2 (2-2), and chose number 3 value 1 (3-1). The analytical process of students needs towards the topics of writing was classified into 14, i.e. if students chose number 1 as the first order value are 14 (1-14), chose number 2 value 13 (2-13), chose number 3 value 12 (3-12), chose number 4 value 11 (4-11), and chose number 5 value 10 (5-10). Furthermore, the results of the data analysis will interpret qualitative.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consists of data obtained through questionnaire test to see the students' needs after being answered the questionnaire of writing skills and collected through questionnaire and rubric are analyzed by the percentage technique to see the students' need in learning writing skills after given the questionnaire.

A. Findings

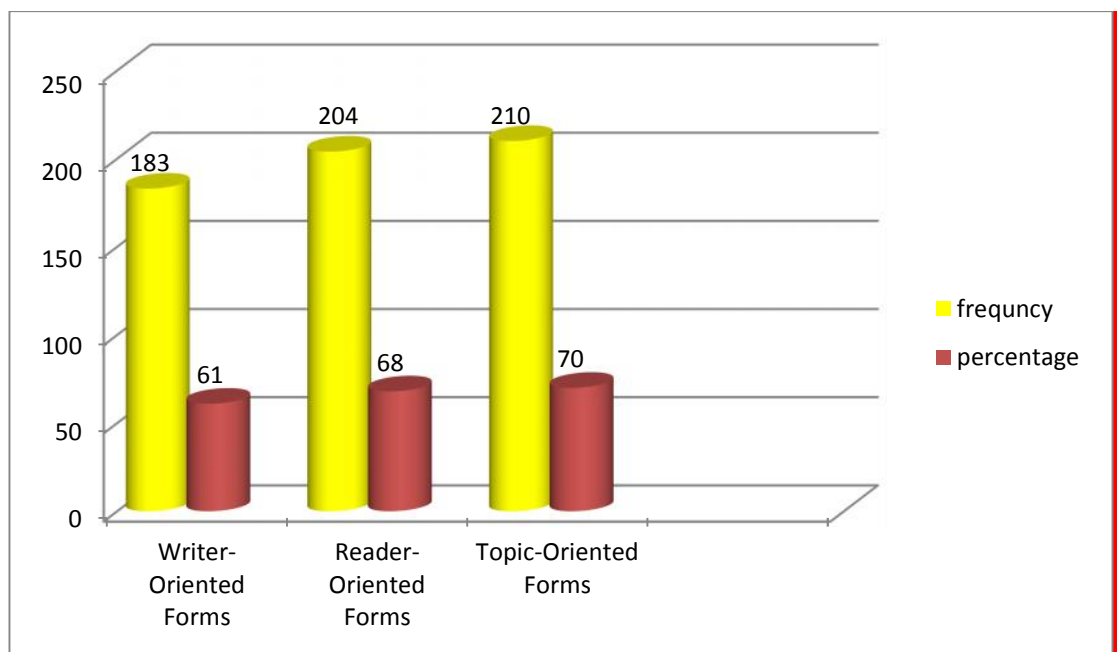
The result of the data finding finds those students' needs learning writing skill. In the further interpretation of the data analyzed were given below:

1. Students' Needs Toward Forms of Writing Skill

There are three kinds of writing form to be needed by the students in learning writing skill, namely; Writer-Oriented Forms, Reader-Oriented Forms and Topic-Oriented Forms. These kinds form of writing skill are stated by the students through the questionnaire. The students are suggested to choose the fit you usually do by sorting. Basedon the students' responses, the results of analysis of the items are showed as follow:

No	Forms of Writing	Frequency	Percentage
1	Writer-Oriented Forms	183	61
2	Reader-Oriented Forms	204	68
3	Topic-Oriented Forms	210	70

The result of the analysis indicate the students need to learn kind of form of writing skill such as writer-oriented forms, reader-oriented forms, and topic-oriented forms. The percentage of score (61%) students choose writer-oriented forms, as a requirement of form of writing, while (68%) choose reader-oriented as needs the form of writing skill, and (70%) choose topic-oriented forms as needs the form of writing skill. Obtained from total number of students who choose the forms of writing skill divided by the total number of respondent times the highest score times 100. For more details can be seen in the graphic below:



Based on the graphic above students' needs forms of writing skill can be seen on the percentage who were given a red color and can be seen from the frequency that are color yellow. When viewed from percent is in first position is writer-oriented forms, reader-oriented forms in the second position, and and topic-

oriented forms in the third position was topic-oriented forms similar when viewed from the frequency.

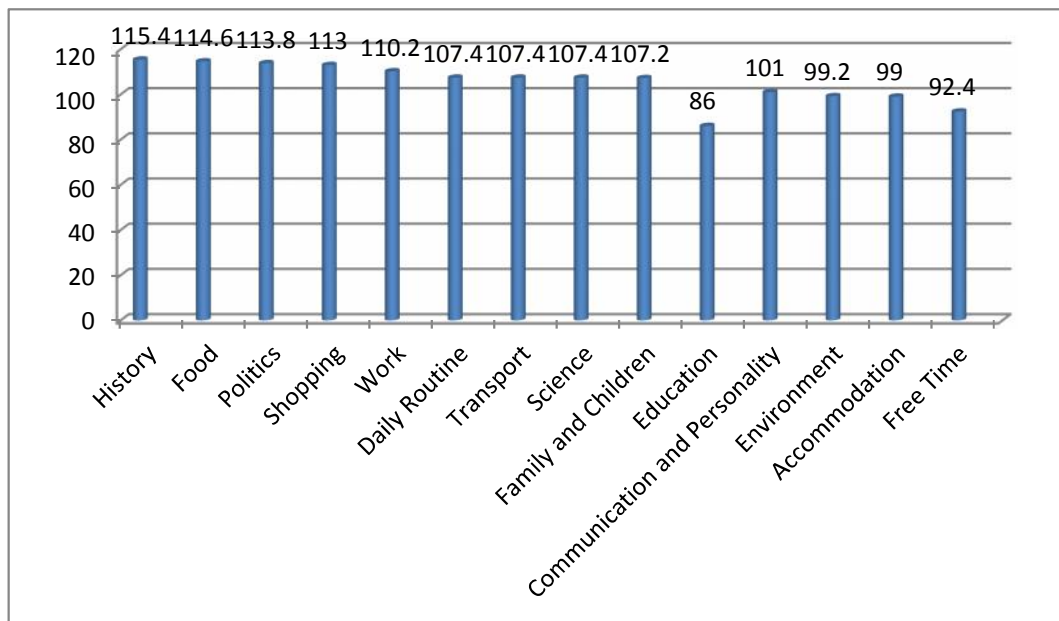
2. The Theme Needs by the Students'

There are fifteen kinds of writing theme to be needed by the students in learning writing. Based on the students' responses, fifteen themes are interesting to talk in writing skill. The results of analysis of the items are showed as follow:

No	Theme of Writing	Frequency	Percent (%)
1	History	490	98
2	Food	489	97.8
3	Politics	482	96.4
4	Shopping	478	95.6
5	Work	451	90.2
6	Daily Routine	450	90
7	Transport	444	88.8
8	Science	444	88.8
9	Family and Children	437	87.4
10	Education	430	86
11	Communication and Personality	425	85
12	Environment	411	82.2
13	Accommodation	409	81.8
14	Free Time	335	67

The data table 2 above shows that there are fourteen themes that have been responded by the students. These themes are classified The data showed that history got the highest percent with (98%), more over the data showed (97,8%) students choose food, (96.4%) students choose politics, (95,6%) students choose shopping, (90.2%) students choose work, (90%) students choose daily routine, (88.8%) students choose transport, (88.8%) students choose science, (87.4%) students choose family and children, (86%) students choose communication and personality, (85%) students choose environment, (82.2%) students choose accommodation, and the last is (61.7%) students choose free time.

Obtained from the total number students who choose the theme of writing skill divided by the total number of respondent times the highest score times 100%. These matters are selected as the topics of the learning writing skill. For more details can be seen in graphic below:



Graphic 2: The Theme Needs by the Students'

Based on the graphic above students' needs of theme writing skill can be seen on the percentage above. When viewed from percent is in first position is art, the second position is accommodation, the third position is advertising, the fourth position is business and money, the fifth position is communication and personality, the sixth position is crime and punishment, the seventh position is culture, the eighth position is daily routine, the ninth position is economics, the tenth position is education, the eleventh position is environment, the twelfth position is family and children, the thirteenth position is food, the fourteenth position is free time, the fifteenth position is history, the sixteenth position is language, the seventeenth position is media and advertising, the eighteenth position is politics, the nineteenth position is technology, the twenty first position is transport, the twenty second position is science, the twenty third position is

society, the twenty fourth position is shopping, the last position is work. Similarly when viewed from the frequency.

B. Discussion

This research has been done in gives the questionnaire to make discussion clear, the researcher would like to explain the result of data analysis as follow:

The discussed on consisted of the students' need in learning writing skill dealing with form of writing and topics of writing. The discussion of the research detected to give the questionnaire to know the students' need of writing skill at the first semester students English Education of Muhammadiyah University.

1. Students' Need Toward the Forms of Writing

According to Comley (1985) stated that writing is a way of thinking as well as a means of communication, because after reading the questionnaire that had been distributed that the students can understand the intent of questions that is so that the students can fill the questionnaire as desired. The students' need in learning writing skill at the second semester students English Education Department University of Makassar. Where researcher found the students' need in learning writing skill, the higher percentage gain was topic-oriented forms, meanwhile reader-oriented forms and topic-oriented forms that is not low. It means that that the students choose topic-oriented forms as their need to kinds of form of writing skill.

Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity. Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book “Writing Well” that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader. As it is, if a student’s just focus on topic-oriented forms, it means the forms of writing in which the writer is the center of attention but cannot provides information and arranges the information in the most useful and comprehensive order such as cook book and instruction book, so that the students also need reader-oriented forms and topic-oriented forms as the supporting in writing process as general subject of research project. This is distinct from the purpose, a thesis statement, facts, or opinions. These elements are used to develop and organize the final presentation of research.

2. Students Needs Toward the Theme of Writing

There are twenty five offered to be chosen by the students such as art, accommodation, advertising, business and money, communication and personality, crime and punishment, culture, daily routine, the ninth position is economics, education, environment, family and children, food, free time, history, language, media and advertising, politics, is technology, the twenty transport, science, society, shopping, the last is work. Basically the only students were asked to select five of the ten top themes that exist. But the

interest of every student is different than all existing theme chosen by the students, but on every theme number of students who choose not the same.

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors (Munby, 1978:2). However, informal the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to meet the needs of their students during their learning. Based on the students' responses the highest percentage gain was History and then Shopping, Politics, Work, Food, Daily Routine, Transport, Science, Family and Children, Communication and Personality, Environment, Accommodation, Free Time, Education, Society, Language, Travel, Crime and Punishment, Technology, Culture, Media and Advertising, Business and Money, Economics, Art, and the last is Advertising. But for the themes of Family and Children, science and transport the percentage is same, so the lecturer can provide of themes in the learning of writing skill so that the students do not get bored with the theme that is often given, in other word students can develop their knowledge with new themes, so the students' knowledge more widely. The Lecturer can choose themes according to the students' needs

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter contains consists of conclusion and suggestion based on the research findings in previous chapter, the writer put forward the following conclusion and suggestion.

A. Conclusion

1. The students' need in learning writing skill for kind of form of writing. The data showed that almost all students choose writer-oriented forms was conclude (61%), meanwhile the other students choose reader-oriented was conclude (68%), and topic-oriented forms was conclude (70%) as needs the form of writing skill.
2. The students' need in learning writing skill for kind of themes of writing skill. The data showed that history got the highest percent with (98%), more over the data showed (97,8%) students choose food, (96.4%) students choose politics, (95,6%) students choose shopping, (90.2%) students choose work, (90%) students choose daily routine, (88.8%) students choose transport, (88.8%) students choose science, (87.4%) students choose family and children, (86%) students choose communication and personality, (85%) students choose environment, (82.2%) students choose accommodation, and the last is (61.7%) students choose free time

B. Suggestion

1. It is suggested the lecturer would design and develop the learning writing skill based on the students' needs

2. The students can improve their writing skill because the lecturer knows what the students' need to learning writing skill
3. The writer hopes as the information what is the students' needs which best in writing subject.

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APPENDIX C

Formula To Students Need Toward The Form Of Writing**A. Forms of Writing**

Formula; $P = \frac{F}{N} \times 100$

1. Writer-Oriented Forms

$$\frac{183}{300} \times 100$$
$$= 61\%$$

2. Reader-Oriented Forms

$$\frac{204}{300} \times 100$$
$$= 68\%$$

3. Topic-Oriented Forms

$$\frac{210}{300} \times 100$$
$$= 70\%$$

APPENDIX E

Formula To Students Need Toward The Theme Of Writing**A. Theme of Writing**

Formula; $P = \frac{F}{N} \times 100$

1. Art

$$\frac{64}{500} \times 100$$
$$= 12.8\%$$

2. Accommodation

$$\frac{495}{500} \times 100$$
$$= 99\%$$

3. Advertising

$$\frac{38}{500} \times 100$$
$$= 7.6\%$$

4. Business and Money

$$\frac{251}{500} \times 100$$
$$= 50.2\%$$

5. Communication and Personality

$$\frac{505}{500} \times 100$$
$$= 101\%$$

APPENDIX E

6. Crime and Punishment

$$\frac{338}{500} \times 100$$

$$= 67.6\%$$

7. Culture

$$\frac{325}{500} \times 100$$

$$= 65\%$$

8. Daily Routine

$$\frac{537}{500} \times 100$$

$$= 107.4\%$$

9. Economic

$$\frac{225}{500} \times 100$$

$$= 45\%$$

10. Education

$$\frac{430}{500} \times 100$$

$$= 86\%$$

11. Environment

$$\frac{496}{500} \times 100$$

$$= 99.2\%$$

APPENDIX E

12. Family and Children

$$\frac{536}{500} \times 100$$
$$= 107.2\%$$

13. Food

$$\frac{573}{500} \times 100$$
$$= 114.6\%$$

14. Free Time

$$\frac{462}{500} \times 100$$
$$= 92.4\%$$

15. History

$$\frac{577}{500} \times 100$$
$$= 115.4\%$$

16. Language

$$\frac{388}{500} \times 100$$
$$= 77.6$$

17. Media and Advertising

$$\frac{304}{500} \times 100$$
$$= 60.8$$

APPENDIX E

18. Politics

$$\frac{569}{500} \times 100$$
$$= 113.8$$

19. Technology

$$\frac{328}{500} \times 100$$
$$= 65.6$$

20. Transport

$$\frac{537}{500} \times 100$$
$$= 107.4$$

21. Travel 38276.4

$$\frac{382}{500} \times 100$$
$$= 76.44$$

22. Science

$$\frac{537}{500} \times 100$$
$$= 107.4$$

23. Society 375

$$\frac{375}{500} \times 100$$
$$= 75$$

APPENDIX E

24. Shopping

$$\frac{565}{500} \times 100$$
$$= 113$$

25. Work5511102

$$\frac{565}{500} \times 100$$
$$= 110.2$$

FORMULA TO STUDENTS NEED TOWARD THE FORM OF WRITING

A. Forms of Writing

$$\text{Formula; } P = \frac{F}{N} \times 100$$

1. Writer-Oriented Forms

$$\frac{183}{300} \times 100$$

$$= 61\%$$

2. Reader-Oriented Forms

$$\frac{204}{300} \times 100$$

$$= 68\%$$

3. Topic-Oriented Forms

$$\frac{210}{300} \times 100$$

$$= 70\%$$

FORMULA TO STUDENTS NEED TOWARD THE THEME OF WRITING

A. Forms of Writing

$$\text{Formula; } P = \frac{F}{N} \times 100$$

1. Art

$$\frac{64}{500} \times 100$$

$$= 12.8\%$$

2. Accommodation

$$\frac{495}{500} \times 100$$

$$= 99\%$$

3. Advertising

$$\frac{38}{500} \times 100$$

$$= 7.6\%$$

4. Business and Money

$$\frac{251}{500} \times 100$$

$$= 50.2\%$$

5. Communication and Personality

$$\frac{505}{500} \times 100$$

$$= 101\%$$

6. Crime and Punishment

$$\frac{338}{500} \times 100$$

$$= 67.6\%$$

7. Culture

$$\frac{325}{500} \times 100$$

$$= 65\%$$

8. Daily Routine

$$\frac{537}{500} \times 100$$

$$= 107.4\%$$

9. Economic

$$\frac{225}{500} \times 100$$

$$= 45\%$$

10. Education

$$\frac{430}{500} \times 100$$

$$= 86\%$$

11. Environment

$$\frac{496}{500} \times 100$$

$$= 99.2\%$$

12. Family and Children

$$\frac{536}{500} \times 100$$

$$= 107.2\%$$

13. Food

$$\frac{573}{500} \times 100$$

$$= 114.6\%$$

14. Free Time

$$\frac{462}{500} \times 100$$

$$= 92.4\%$$

15. History

$$\frac{577}{500} \times 100$$

$$= 115.4\%$$

16. Language

$$\frac{388}{500} \times 100$$

$$= 77.6$$

17. Media and Advertising

$$\frac{304}{500} \times 100$$

$$= 60.8$$

18. Politics

$$\frac{569}{500} \times 100$$

$$= 113.8$$

19. Technology

$$\frac{328}{500} \times 100$$
$$= 65.6$$

20. Transport

$$\frac{537}{500} \times 100$$
$$= 107.4$$

21. Travel 382 76.4

$$\frac{382}{500} \times 100$$
$$= 76.44$$

22. Science

$$\frac{537}{500} \times 100$$
$$= 107.4$$

23. Society 375

$$\frac{375}{500} \times 100$$
$$= 75$$

24. Shopping

$$\frac{565}{500} \times 100$$
$$= 113$$

25. Work 551 110.2

$$\frac{565}{500} \times 100$$
$$= 110.2$$

Name :

NIM:

Class:

QUESTIONNAIRE

Academic Regulations and Records Office form R18 (9/2012)

Forms of Writing (Choose fit you usually do by sorting.)

Writer-Oriented Forms Reader-Oriented Forms Topic-Oriented Forms

Themes of Writing (Choose 14 of 25 fit that you like by sorting)

- | | |
|--|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Health |
| <input type="checkbox"/> Accommodation | <input type="checkbox"/> History |
| <input type="checkbox"/> Business and Money | <input type="checkbox"/> Language |
| <input type="checkbox"/> Communication and Personality | <input type="checkbox"/> Media and Advertising |
| <input type="checkbox"/> Crime and Punishment | <input type="checkbox"/> Politics |
| <input type="checkbox"/> Culture | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Daily Routine | <input type="checkbox"/> Transport |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Education | <input type="checkbox"/> Science |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Society |
| <input type="checkbox"/> Family and Children | <input type="checkbox"/> Shopping |
| <input type="checkbox"/> Food | <input type="checkbox"/> Work |
| <input type="checkbox"/> Free Time | |

APPENDIX B

Students Responses Towards the Forms of Writing Skills

No	Respondents	FORMS OF WITING		
		Writer oriented form	Rider oriented form	Topic oriented form
1	S-1	2	3	1
2	S-2	2	3	1
3	S-3	2	3	1
4	S-4	2	3	1
5	S-5	2	3	1
6	S-6	2	3	1
7	S-7	2	1	3
8	S-8	2	3	1
9	S-9	2	3	1
10	S-10	3	1	2
11	S-11	2	1	3
12	S-12	3	1	2
13	S-13	2	1	3
14	S-14	3	1	2
15	S-15	3	2	1
16	S-16	2	1	3
17	S-17	3	1	2
18	S-18	2	1	3
19	S-19	1	3	2
20	S-20	1	2	3
21	S-21	2	3	1
22	S-22	3	1	2
23	S-23	1	2	3
24	S-24	1	2	3
25	S-25	1	2	3
26	S-26	3	1	2
27	S-27	2	1	3
28	S-28	2	1	3
29	S-29	3	2	1
30	S-30	1	3	2
31	S-31	2	3	1
32	S-32	2	3	1
33	S-33	2	3	1
34	S-34	2	3	1
35	S-35	2	3	1
36	S-36	2	3	1
37	S-37	2	3	1
38	S-38	2	3	1
39	S-39	2	3	1
40	S-40	1	3	2
41	S-41	2	1	3
42	S-42	1	3	2
43	S-43	3	2	1

APPENDIX B

Students Responses Towards the Forms of Writing Skills

44	S-44	3	2	1
45	S-45	1	2	3
46	S-46	1	3	2
47	S-47		2	1
48	S-48	3	2	1
49	S-49	1	3	2
50	S-50	1	2	3
51	S-51	2	1	3
52	S-52	2	3	1
53	S-53	1	3	2
54	S-54	1	3	2
55	S-55	1	3	2
56	S-56	2	1	3
57	S-57	1	3	2
58	S-58	3	2	1
59	S-59	2	1	3
60	S-60	2	1	3
61	S-61	1	2	3
62	S-62	1	3	2
63	S-63	2	1	3
64	S-64	1	2	3
65	S-65	1	2	3
65	S-66	1	2	3
66	S-67	2	1	3
67	S-68	2	1	3
68	S-69	3	1	2
70	S-70	2	1	3
71	S-71	3	1	2
72	S-72	2	1	3
73	S-73	2	1	3
74	S-74	2	3	1
75	S-75	2	1	3
76	S-76	1	3	2
77	S-77	1	2	3
78	S-78	1	3	2
79	S-79	3	2	1
80	S-80	2	1	3
81	S-81	1	3	2
82	S-82	1	2	3
83	S-83	1	3	2
84	S-84	1	2	3
85	S-85	1	3	2
86	S-86	1	2	3
87	S-87	1	2	3
88	S-88	1	2	3
89	S-89	3	2	1
90	S-90	2	1	3
91	S-91	1	3	2
92	S-92	3	2	1

APPENDIX B

Students Responses Towards the Forms of Writing Skills

93	S-93	3	1	2
94	S-94	1	2	3
95	S-95	3	1	2
96	S-96	2	1	3
97	S-97	3	1	2
98	S-98	1	2	3
99	S-99	3	2	1
100	S-100	1	2	3
Total		183	204	210

APPENDIX D

Students Responses Towards the Themes of Writing Skills

No	Respon den	THEMES OF WRITING																								
		ART	ACCOMODATION	BUSINESS AND MONEY	COMMUNICATION AND PERSONALITY	CRIME AND PUNISHMENT	CULTURE	DAILY ROUTINE	ECONOMICS	EDUCATION	ENVIRONMENT	FAMILY AND CHILDREN	FOOD	FREE TIME	HEALTH	HISTORY	LANGUAGE	MEDIA AND ADVERTISING	POLITICS	TECHNOLOGY	TRANSPORT	TRAVEL	SCIENCE	SOCIETY	SHOPPING	WORK
1	S-1			1			2		3	4	5	6	7	10	14	13	11				8	9			12	
2	S-2			1			2		3	4	5	6	7	8				13			14	12	11	9	10	
3	S-3				10		2	3	13	4	5	6			1		9	11	8	7			14		12	
4	S-4	6			14		3			11	1	5			2	7		8	4	12	13		9	10		
5	S-5			14	13		12		11	10			3	4	1	5	2			9	6			7	8	
6	S-6						8	14		7	9	5	6		1	2		10	11			3	4	12	13	
7	S-7	1		7	5	14		9	13	8	12	3	11	2	7				11		4	10			6	
8	S-8	11		12			10	9	8	2		13	4	5	7		6	2		3		14		1		
9	S-9	1		11	6			13	10	14		3	8	2	9			12	4		5				7	
10	S-10			1	10					8	7		3	14	5	11	12		6		13		9	2	4	
11	S-11	5						12		1	14	6	3	4	2	7	8	9				11		13	10	
12	S-12	1		2			3			4	5	6	7	8	9		10			11	14	12			13	
13	S-13	1			13		2			8		12	3	11		4	9	10	5			14		6	7	
14	S-14	8		7			6		13	2	4	14	3	5		9	10	11		1					12	
15	S-15	11		12		13	1			2				14	10	9	8		3	4	5	6	7			
16	S-16	2			14					10	13		3	4	11		5	7		6		1	9	12	8	
17	S-17			11		12	1			2	3	13	4	5	10		6	9				7		14		8
18	S-18	1			14		2			3		4	5	6	7	8	9	13				12			11	10
19	S-19	7					6					8	1	9	10		14	2		3	12	4		11	5	13
20	S-20	7		13			14		4		5	6	1		3	12				11	9	10			2	8
21	S-21	10		9				6		7			1	2	11	4	5	12		13				8	14	3
22	S-22			9	11		4	1		5		2	12	3	8			10	7	6		14				13
23	S-23			4			12			1		2	3	5	6	14	13			11	7	8			10	9
24	S-24		3	1	2	13				4		5	12	6		7	8	4				10	14			11

APPENDIX D

Students Responses Towards the Themes of Writing Skills

25	S-25						6	12	13	2		1	13	7	4	5	10	9		8		11	14			
26	S-26				11	13		10	5	1	4	3	9	8				12		6		14		2	7	
27	S-27			2		10	12		11	1	14				3	13	5		4	6			7	8		9
28	S-28				7		6			2			3	4	10		9	11	14	12	13		8	5		1
29	S-29		11	12	13	14				3		10		1	2		5			4	6	7	8			9
30	S-30							3		10	14	1	4	5	2	9	8			7	13	6	12		11	
31	S-31	4		14			6		10	2		5	11	12	3		7						1	8	13	9
32	S-32	3		13			4		5	1		6	7				8			12	9	14	2		11	10
33	S-33	8		9	10		2			1		3	7		5	13	12		11	4					14	6
34	S-34				8	7	12	6			11	1	2	10	13			5			9	3			4	14
35	S-35			13	14		9	12		1		11	10		7	8	6			5			2	3	4	
36	S-36	2	12		7		11	10		14	4		1	5	6		13		3		9		7			
37	S-37	8		13			9		10	11			14	12	7	1		2	5	6			4	3		
38	S-38			11			7			10		6	1	15	2	4	8			3		5		12	9	13
39	S-39				5	9	8			2		1		14		7	4	11	3	10		6		13		12
40	S-40	4	11				5			7				8	2	1	12	3		6		14	9	10	13	
41	S-41					14	5		9			7	6	8	4			1		11	10			13	2	3
42	S-42			9	10		8		13	7		4	6	5	2	14	3		1				12			11
43	S-43	2		12			3			11		10	9		13	14	1			4	5	6			7	8
44	S-44	8		11			7			4		5	6	12	14		1			3		2	10	9	13	
45	S-45	1	9		12		2		3	13	14	4		5		8		11	7			6			10	
46	S-46			7	10		8	13	12			3	5		1	2		14	11	9		4			6	
47	S-47	2	1				3			4			6	5		12	10	8	7	13	14	9				11
48	S-48	13			12		3	14		4	6			5	11	2	1	8	7				9			10
49	S-49							3		10	14	1	4	5	2	9	8			7	13	6	12		11	
50	S-50			14		6			9	12			2	5	13	1	10		8	11		7			3	4
51	S-51	11			12		10	6				8	9	4			13	3		5	14	1		2	7	
52	S-52			9						4	14	2	1	13	3	8	10			11		7		12	5	6
53	S-53			9				13		2	11	1	3	4	10		12			5	8	6			7	14
54	S-54					13	9		14	12			8	7	6	3	10			5	4	1		11		2
55	S-55	1		13			2	11		12		3	4	5		6	7	14						10	8	9

APPENDIX D

Students Responses Towards the Themes of Writing Skills

56	S-56	2		9		11	6			5			4		10	1	7	8		14	13	3	12		15	
57	S-57	4	3	14	1		2		9	5			10			8			7	6			11		12	13
58	S-58	4					14	9		12			7		8	3	1	6	13	11		2			5	10
59	S-59		3	2	14		5		4	1	13	12	7	6	11	8				14		9			10	
60	S-60	7			9		8			10		1	4	5	6		3	11			14	2		12		13
61	S-61	3		11			4	10		6			5	14	2	8	1		12				13		7	9
62	S-62	11				3	12	4		1		2	5	13	6	7	10			8		14			9	
63	S-63	1		13		12	2			1		14	3		5	6	7			8		9	10		11	
64	S-64	5			14	13	8	12		9			10	11	6	3	4			2		7	1			
65	S-65			8	11		5		14	10		6	1	2		12	9	13		3	10	4			7	
65	S-66			9			10		12	8		5	4	11	3	2	7	14		1				13	6	
66	S-67	10					4	5	6	1		7	8			2			11	3	13		14		9	12
67	S-68	4			10	13	5	8		12		11	14	6	3		1			9		2		7		
68	S-69	13				12	6	2		7		3	1		9	5	4			11	8				10	14
70	S-70	2		5		4	3	12	7	6		13	8		14		1		11	10				9		
71	S-71	3					7		8	14		9	10	11	12		6			13		2		1	4	5
72	S-72			14			11	12		2		9	8		5	6	1			4		3	7	10	13	
73	S-73	10			9	12	4	11		2		3	6		14		5				13	1	8		7	
74	S-74	4		13		12	3			1		14	5		7	6			8	9			2		10	11
75	S-75	11					10	7		12		3	1	6	9		8			14	13	4			2	5
76	S-76	4		9			5	2		6	9	3	7	8	13	14	1					10			12	11
77	S-77			1				12	13	15			2	3	8	10	7		11	6		5	14		4	9
78	S-78				9		4	2	12	11		3		14	13	1	5	6	7	8			10			
79	S-79	1					2	3	4	5			6	7	12	11	10	14				13			9	8
80	S-80	10		11			12			8			9	13	6	7	4			5		1	2		14	3
81	S-81	13		12			14			9		10	1	4	8		2	3		7		11			5	6
82	S-82	1					8	6		7		3	4	2	9		14			13	10	11	12		5	
83	S-83			8				7		6		10	9		13	1	2	5	4	3			12		11	14
84	S-84			6			5	4	3	10	14	9	7	8		1	13			2				12	11	
85	S-85	1		2			6		7	9			10		3		4	5		13		8	11		12	14
86	S-86			9	10		8		13	7		4	6	5	2	14	3		1				12			11

APPENDIX D

Students Responses Towards the Themes of Writing Skills

87	S-87				9		8			5	6	4		7	14	3	2		11	10			1	12		13
88	S-88				6	5	4	7		2	8	9	1		12	11				3		14		13	10	
89	S-89	4					3		7				1	2	11		8	5	10	6	9	14	13			12
90	S-90	1		11			10		8	7			9		2	3	14	4		13		5		12		6
91	S-91	1		3		4	2					14	12	13	5	11	6	7				8			9	10
92	S-92	2					1	11		5	6		9	10		7	3	13	14	8		4		12		
93	S-93	1		2	4				5	6			7		12		3			11		10	13	14	9	8
94	S-94	2			11		1			5	6		9	10		7	3	12	14	13		4	8			
95	S-95	4		1						3		2		14		11	10	12	13	8	9	5		7	6	
96	S-96			1			2			3	4	5	6	7	10	14	13	11				8	9			12
97	S-97			1			2		3	4	5	6	7	8					13			14	12	11	9	10
98	S-98				10		2	3	13	4	5	6			1		9	11	8	7				14		12
99	S-99	6			14		3			11	1	5			2	7			8	4	12	13		9	10	
100	S-100			14	13		12		11	10			3	4	1	5	2				9	6			7	8
Total		299	68	495	388	251	505	338	328	573	255	430	496	536	573	462	577	388	304	569	328	537	382	375	565	551

CURRICULUM VITAE



RESKY AMALIA NATSIR, was born on September, 5th 1993 in Ujung Pandang from the marriage of parents M. Natsir and Rahmawati. She has one brother and one sister. She entered elementary school at SDI Jongaya and graduated in 2005.

Then she continued her study at SMP YP PGRI Disamakan Makassar and graduated in 2008. When she finished her junior high school, she study at SMA YP PGRI 03 Makassar and graduated in 2011. In the latest 2011, she continued her study at Muhammadiyah University of Makassar and she was admitted as a student of English department of The Teacher Training and Education Faculty.