A Need Analysis to Identify Gaps in Teaching Writing Skills for English Teachers in Central Kalimantan

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Abstract

The purpose of this research was to analyse the gaps in teaching writing skills for English teachers in Central Kalimantan. This research belonged to explore four main analyses: 1) Target need, 2) Present situations, 3) Learner factor, and 4) Mean. The subjects involved were the high school teachers who teach English in the Eastern, Western and Middle region of Central Kalimantan. Data needed in this mixed-method research was collected through observation, interview, and questionnaire. The result showed that English teachers in Central Kalimantan need to strengthen understanding about various teaching models and methods in helping to improve students' writing skills. In addition, they also need to optimally manage their teaching process. Since there were found that several teachers were reluctant to change their teaching style, they need further guidance and training to update their teaching approach. Last but not least, the teachers need to be continuously trained to adapt towards the development of technology nowadays.

Keywords: need analysis, identify gaps, teaching writing skills, English teachers

INTRODUCTION

Currently, English subject is taught in Indonesia should be learned from elementary, junior high school, to senior high school levels. Some English skills that taught namely listening, speaking, reading, and writing (Elhawwa, 2019). Additionally, writing is the activities to arrange words or the connection (a word, phrase, clause, sentence, or entire paragraph) between two parts of a piece of writing. Here are the most difficult skills in learning, so that the students found some problems in disoriented of their writing (for example; to make their essay should be unity and coherence, to make their essay should be clear movement thought in the essay, and etc.).

Based on data from the Central Kalimantan Central Statistics Agency on the percentage of high school/vocational school students in Central Kalimantan who achieved scores above the national average in English subjects on the National Examination taken in 2022, only 35% of high school/vocational school students in the province achieved scores above the national average in English subjects on the National Examination. This low achievement indicates problems in the learning process, especially teaching writing skills. In addition, data obtained from the Ministry of Education and Culture on data on English teachers in Central Kalimantan who have taken special training on teaching writing skills in 2021 shows that only 38% of English teachers in Central Kalimantan have taken special training on teaching writing skills, being one of the factors causing the low writing skills of students in the region.

This is in line with evidence from research regarding the ability to write English which is becoming popular in research circles. It is proven that based on search results on the Scopus website, 4,538 articles were found with the keyword Writing English Skill, detailed in the following image:
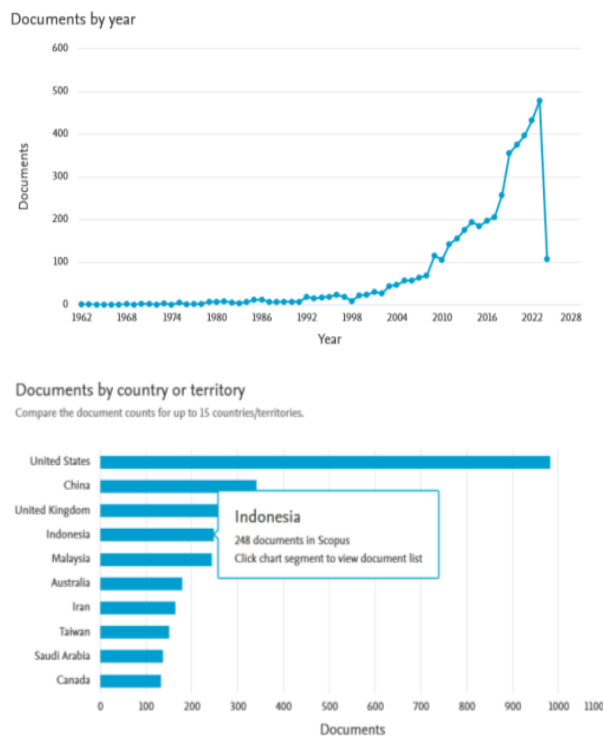

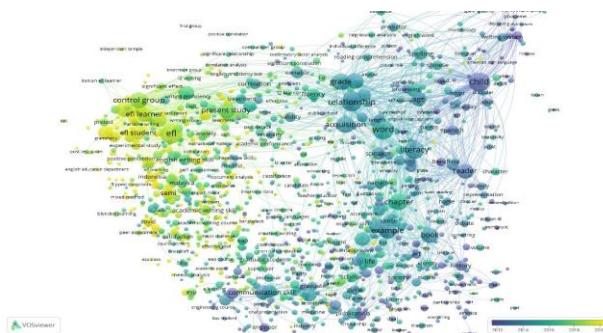Figure 1. Publication Results in Scopus Keyword Writing English Skill.

Figure 2. Viosviewer Result of Writing English Skill.

Based on the picture above, English writing ability still has a positive trend with various variables and novelties in its development. However, the ability to write English must start from the teacher's ability to write. Publications from Indonesia were only 5.46% and no research was found that addressed the writing skills of English teachers. Including there has been no research in Central Kalimantan. This research is important to identify teacher needs and gaps in teaching English writing skills to students in the era of globalization. The results can provide recommendations for improving the quality of teaching and students' writing skills, as well as provide evaluation material for local governments and related institutions in developing English teacher training programs in Central Kalimantan on an ongoing basis.

The formulation of this research problem focuses on three main aspects related to teaching English writing skills for teachers in Central Kalimantan. First, identify teacher needs in teaching writing skills. Second, analyze the gap between teachers' needs and current writing skills teaching practices. Third, formulate strategies to overcome this gap in order to improve the quality of teaching writing skills for English teachers in the region.

Addressing the gap between teacher needs and the practice of teaching English writing skills in Central Kalimantan, the needs analysis approach by Michael H. Long (2005) can be adopted. This theory emphasizes a comprehensive needs analysis before designing a curriculum/teaching program, including: a) Identifying target needs, b) Analyzing the current situation, c) Identifying the gap between target needs and the current situation, and d) Formulate solutions to overcome these gaps. The description of the theory is as shown below:
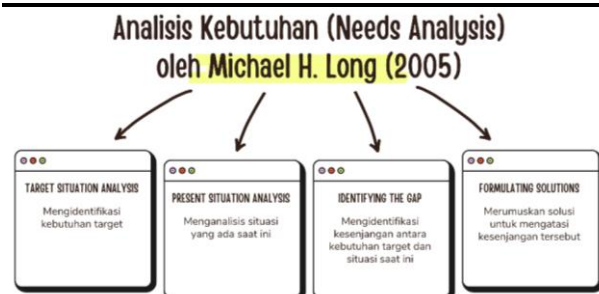
Figure 3. Needs Analysis Theory by Michael H. Long (2005).

A qualitative approach through in-depth interviews, classroom observations, and document analysis will be used to understand the challenges and needs of teachers in teaching writing skills in depth. Thematic analysis will identify patterns and insights from qualitative data. Meanwhile, a quantitative approach with a structured questionnaire survey will objectively measure specific aspects of skills and teaching writing, such as pedagogical knowledge, teaching strategies, level of mastery, and perception. Descriptive statistical analysis will be used on quantitative data. Combining these two approaches will provide a comprehensive picture of the gaps in teaching writing skills for English teachers in Central Kalimantan. Needs analysis in learning language writing skills has been widely carried out, exploring student, instructional and contextual needs by Emilia et al, 2018 and Fareed et al 2016. However, most focus on the student perspective/general learning environment. Research analyzing the needs of teachers in teaching writing skills is still limited, especially in regional contexts such as Central Kalimantan. Several studies highlight the importance of increasing teacher competency by Ariyanti (2016) & Hinkel (2015), but has not explored in depth the needs and gaps facing teachers in certain areas.

The novelty of this research is that it provides a new perspective by focusing on the analysis of teacher needs specifically in teaching English writing skills by Guskey (2000). This is important because teachers are the main actors in the learning process and understanding their needs can help improve the quality of teaching significantly. Specific regional context (Central Kalimantan Provincial Education Office in Central Kalimantan Provincial Education Profile, 2021), this research was conducted in the context of the Central Kalimantan region, which has its own characteristics and challenges in teaching English (Central Kalimantan Provincial Statistics Agency in Provincial Education Portrait Central Kalimantan, 2022). By exploring the needs and gaps in this region, this research can provide more contextual and relevant insights for teacher professional development in Central Kalimantan (Fitriana, & Mustadi, 2019). This research offers a more comprehensive and contextual approach in identifying gaps and formulating strategies to improve the quality of teaching writing skills for English teachers in Central Kalimantan (Burbank, & Kauchak, 2003 & Kemdikbud, 2020). Some of the advantages of problem solving offered include actively involving teachers in the process of identifying needs and formulating strategies through collaborative inquiry activities (Cochran-Smith, & Lytle, 2009 & Borg, 2015).

METHODOLOGY
This research uses mixed methods with Creswell's sequential explanatory approach (Creswell, 2018). This approach combines quantitative and qualitative methods sequentially, where quantitative data is collected first (Ivankova, 2006) followed by collection and analysis of qualitative data to strengthen and expand the findings from quantitative data then analyzed quantitative data using descriptive and inferential statistical methods to identify gaps. between teaching needs and practices. There were 156 English teachers involved as the research subjects from three different regions in Central Kalimantan: 25 subjects from the Eastern

region (Murung Raya, Barito Utara, Barito Selatan and Barito Timur), 78 subjects from the Western region (Sukamara, Kotawaringin Barat, Kotawaringin Timur, Lamandau, and Seruyan), and 53 subjects from the Middle region (Katingan, Gunung Mas, Palangka Raya, Pulang Pisau, and Kapuas).

The first research stage was to distribute a questionnaire or survey to English teachers in Central Kalimantan to collect data about the current needs and practices of teaching writing skills (Creswell, 2011). The second stage of qualitative research involved conducting in-depth interviews with several English teachers selected purposively to further explore the gaps identified (Teddlie & Tashakkori, 2009), conducting classroom observations to observe the practice of teaching writing skills directly. Then the qualitative data is analyzed using thematic analysis or content analysis methods to gain a deeper understanding of teacher gaps and needs (Patton, 2015). The third stage is the interpretation stage by integrating findings from quantitative and qualitative data to provide a comprehensive explanation of the gaps in teaching writing skills for English teachers in Central Kalimantan, then formulating recommendations or strategies to overcome these gaps based on the findings obtained (Braun & Clarke, 2006). The population in this study were all English teachers who taught at junior high school, high school and vocational school levels in Central Kalimantan. Due to limited data regarding the number of English teachers in Central Kalimantan.

The sampling technique for the quantitative method uses cluster random sampling technique, while for qualitative it uses snowball sampling. Determination of sampling criteria based on conditions and situations in the field which then describes the research flow diagram as below:

Figure 3. Research Flow Diagram

RESULT AND DISCUSSION

In the first stage, the researcher validated the instrument that would be filled in by the subjects. There are 8 instrument validators with a variety of answers and are declared valid. The instrument is divided into 4 aspects and each aspect has its own description and statement which will support it in the assessment column.

a). Target Needs Analysis, involves identifying situations in which students will use the target language (in this case, writing skills in English). For English teachers, this could mean identifying the types of writing they need to master and teach to their students.

b). Present Situation Analysis focuses on the current abilities of students. In the context of English teachers, this means assessing their current writing abilities and their ability to teach writing skills.

c). Learner Factor Analysis focuses on understanding learner characteristics, including motivation, learning style, and background. For English teachers, this may mean understanding their educational background, teaching experience, and attitudes toward teaching writing skills.

d). Means Analysis relates to resources and constraints in learning situations. In the context of English teachers, this could involve analyzing the resources available for professional development in teaching

writing skills, as well as constraints such as time or access to training materials.

1. Target Need Analysis: The types of writing teachers need to master and teach to their students
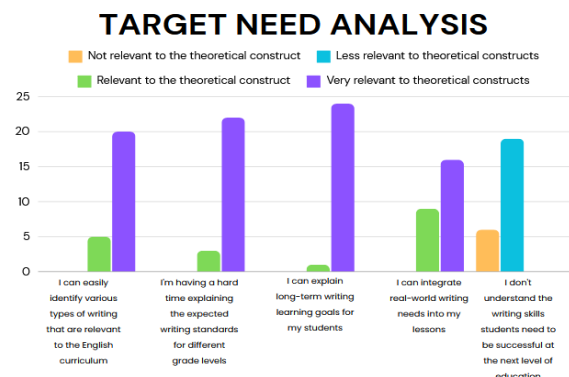

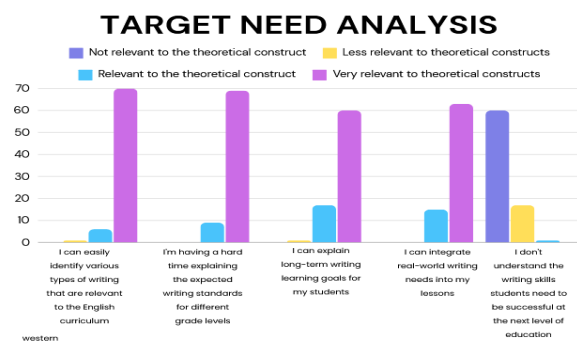Figure 4. Target Need Analysis from Eastern Region

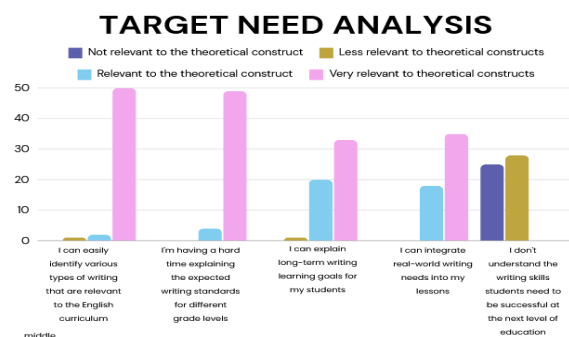Figure 5. Target Need Analysis from Western Region

Figure 6. Target Need Analysis from Middle Region

Most of the subjects argued that mastering the types of writing became the first and most important aspect of teaching writing. Various types of writing in English are consistent with the English teaching curriculum itself. The subjects had previously equipped themselves with mastery of these types of writing through their formal education and other self-development programs. Nevertheless, the subjects tended to find it difficult to identify the standardization of students' writing. It is partly due to the integration of students reading and writing skills that have not been optimized (in line with Kendall & Khoun, 2006) and the lack of implementation of various learning models that focus on this integration. The more varied the learning models implemented by teachers, the more creative the writing produced by students (Haerazi et.al., 2020). In addition, the subjects were also unable to identify the exact category of student writing levels: basic, intermediate, or advanced. There were only a few subjects from the Central and Western regions that expressed inconsistency in conveying long-term writing learning goals for students. The motivational foundation for writing skills provided by teachers when teaching writing tends to be mere praise without any description of the benefits of having writing skills for students' future. At least, the research results by Fitriani & Sabarniati (2021) showed that praise-based motivation plays a major role in students' English learning progress.

Most of the subjects agreed that real-world writing needs should be integrated into the lessons. Teachers nowadays are increasingly aware of what and how to write according to real contexts, for example, for the publication of scientific papers, applying for jobs or scholarships, and even correcting writing assignments produced by AI. The need to write

according to these contexts often becomes the benchmark of learning outcomes by subjects in teaching writing in the classroom. Furthermore, the integration of writing needs in this context indirectly shows how the subjects can understand and expect their students' writing abilities at the next level of education (college). Different arguments are demonstrated by some subjects from the Western region, where they assume that the writing skills needed by students to help them undergo English learning in college are not their full responsibility. This is because the intensity of writing exercises related to the scope they learn later and the various applications of more relevant learning models will help them. Whereas according to Ayu et.al. (2023), strong writing skills were able to prepare and facilitate students' academic success. This indicates that writing practice should be done as early as possible so that students not only enrich their writing experience but also avoid a lack of confidence (Muamaroh, et.al., 2020).

2. Present Situation Analysis: Teachers' current writing abilities and their ability to teach writing skills
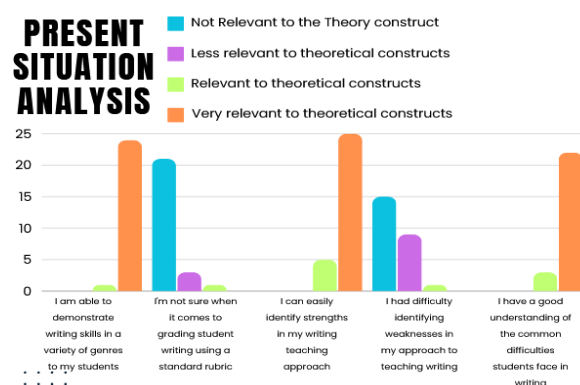

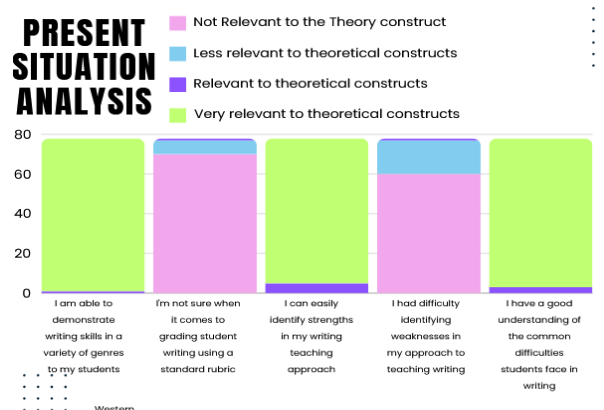Figure 7. Present Situation Analysis from Eastern Region

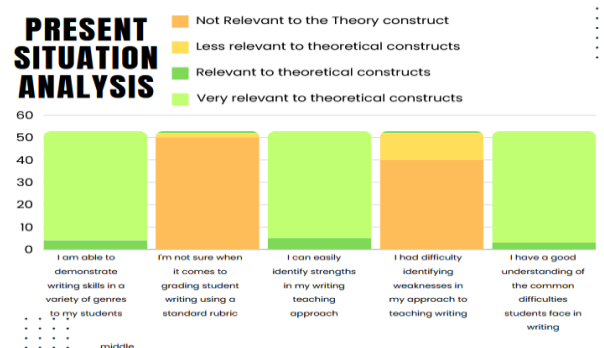Figure 8. Present Situation Analysis from Western Region

Figure 9. Present Situation Analysis from Middle Region

In the writing lessons conducted, all subjects stated that they were able to demonstrate writing techniques according to the genre taught. Various efforts were made by the subjects as a series of these demonstrations such as providing the teaching materials needed based on the stages of writing: planning, drafting, editing, final version (Sa'adah, 2020), and effective classroom management. The ability to demonstrate how to write is not in line with the ability to determine the value of student writing based on the standard rubric scoring. This was faced by several subjects who came from the Eastern region. Uncertainty in grading often occurs due to the lack of preparation to evaluate the progress of students' writing skills periodically and thoroughly. This condition was also found in the results of research by

Hsiang et.al. (2020) who stated that teachers often do not prepare optimally to teach writing to students. In terms of implementing writing teaching approaches, the subjects argued that they were able to identify the advantages and disadvantages of the teaching approaches implemented. The approaches used that are deemed more effective in supporting the learning process tend to be constantly applied. Reflection on previous learning, as well as analysis of students' needs, are the main components of consideration in maintaining one teaching approach. In essence, professional teachers should be able to decide which approach is suitable for learning (Chew & Cerbin, 2020).

However, some teachers in the Eastern region find it difficult to identify the weaknesses of their teaching approach. According to a study by Efendi & Sholeh (2023), this kind of difficulty may occur due to teachers' lack of understanding of education management, which can be overcome by increasing participation in training, collaborative work, or mature reflection on their own performance and student learning outcomes. With their knowledge and experience, the subjects stated that they were able to understand the difficulties that their students generally face when writing. Difficulties in writing occur due to a lack of mastery of linguistic elements (Afika, et.al., 2022; Adelita, et.al., 2023), psychological constraints in learning (Nugroho, 2021), and even the type of assignment given (Roxas, 2020).

3. Learner Factor Analysis: Teachers' educational background, teaching experience, and attitudes toward teaching writing skills
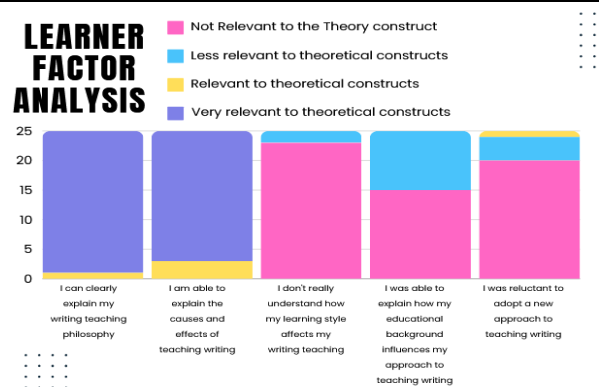

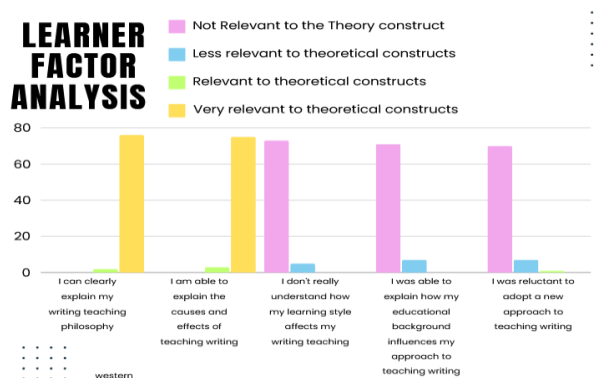Figure 10. Learner Factor Analysis from Eastern Region

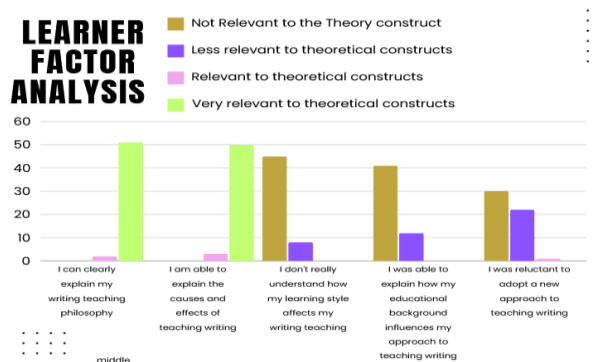Figure 11. Learner Factor Analysis from Western Region

Figure 12. Learner Factor Analysis from Middle Region

In teaching writing, the teachers stated that they always conveyed not only knowledge related to writing itself but also experiences, tips, and tricks, as well as the benefits students did not realize the teacher's writing philosophy encouraged them to improve their writing skills. This is

in line with Rahman's research (2022) where it was stated that improving teacher competence must continue through education, professional pathways, training, and teaching experience so that teachers have the best view of what and how teaching (writing) is done. The philosophy that the subjects have and apply, shows a positive statement that they can detect what aspects affect the teaching of writing. The various teaching experiences and even the routine of the writing activity itself that teachers have gained in the past build a characteristic that is inherent to them as a form of qualification (Danijela, 2018) and then becomes a teaching that is conveyed to the students in their class.

The subjects stated that the way they teach is unconsciously influenced by the way they learned or were taught before. This condition has been expressed by Marshall (1991) where teachers tend to 'continue' teaching the way they have been taught, and how they have learned and conclude that teaching like that is the easiest to apply to convey material. Furthermore, research by Gilakjani (2012) suggests that teachers' learning styles should be adapted to the context of the ongoing teaching process in which they teach. What is emphasized here is that the determination of the teaching style applied by the teacher should focus on the learning style of the students, not the learning style of the teacher.

It was surprising to learn that the subjects cannot justify the relationship between their approach to teaching writing and their educational background. Writing teaching tends to be about delivering the material that needs to be taught, by the curriculum. According to the subjects, the most important element done by English teachers is the delivery of the English material so that students can know the topics about English contained in the curriculum, through whatever type of teaching

approach. According to Fatmawati (2021), the role of the teacher in the learning process is not only in the transfer of knowledge but also in the transfer of value. This implies that the material learned will be transformed into a valuable learning experience by delivering it with the right teaching approach. About adopting a new type of approach to teaching writing, some subjects from the Eastern region expressed reluctance to do so. Mastering only one teaching approach, time constraints, and even lack of socialization of updated teaching approaches are the dominant reasons. In addition, current teaching approaches tend to be affiliated with instant technological novelty considered less essential in guiding students to write naturally and constructively. Reflecting on the research results by Pagliarello (2007), it can be concluded that teachers who are reluctant to update their teaching approaches, especially in utilizing technology, are generally influenced by a way of thinking that continues to compare classroom learning with virtual learning. Therefore, they need to be given as much guidance and training as possible.

4. Means Analysis: Resources available for professional development in teaching writing skills
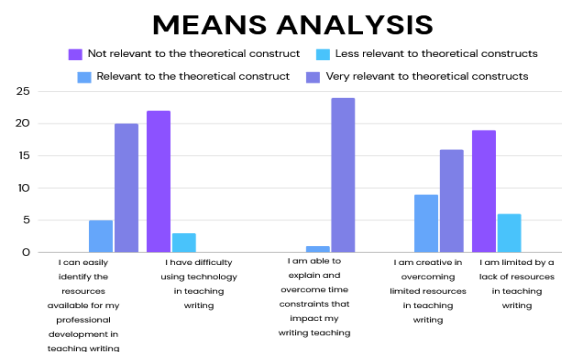

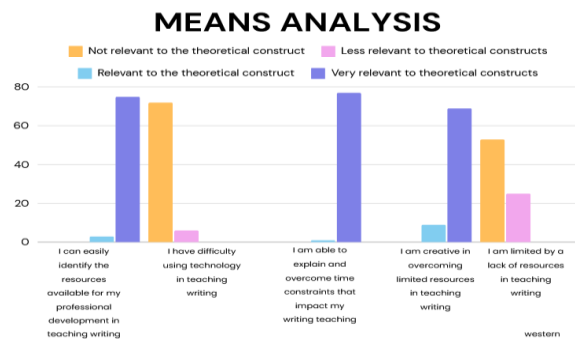Figure 13. Means Analysis from Eastern Region
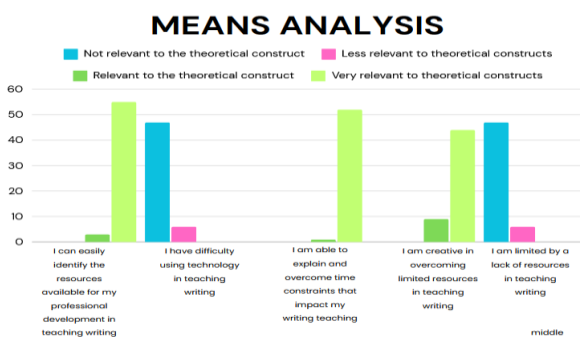
Figure 14. Means Analysis from Western Region

Figure 15. Means Analysis from Middle Region

Most of the subjects stated that they could identify the availability of resources needed to support the teaching of writing to take place more professionally. In this case, the subjects received support or facilities from the school. Technology, as a resource in teaching writing, is so easy to use by the subjects from the three regions. The ability to operate technology in learning has been learned continuously by the subjects since the COVID-19 phenomenon. From Learning-from-home to blended-learning implementation forces teachers to know and be able to use technology (Boonmoh, et.al., 2021). Writing learning itself is now starting to be digital, as studied by Johinke, et.al. (2023). Through the ability to identify and utilize technology as a writing learning resource, the subjects argued that they could manage teaching time more effectively and efficiently, in line with the view of Handayani, et.al. (2023). According to the research by Amelia & Solikhah

(2024), a common problem in teaching writing is that it takes longer to activate students' reading (literacy) skills and proficiency. Related to this condition, teachers must choose appropriate learning methods in and out of the classroom. The utilization of technology, especially information technology (Haryadi, et.al., 2023) based on audio-visual media to facilitate students' literacy learning anywhere.

In addition to overcoming time constraints, technology is also helpful in overcoming limited resources in teaching English. Based on the questionnaire results, the subjects claimed to be more creative in facilitating students to write by utilizing various resources. Resources in learning do not only mean teaching materials but also various supporting media and learning environments (Farhana, et.al., 2021; Nugroho, et.al., 2022; Widiastuti, et.al., 2023). The subjects stated that they did not feel limited by the lack of resources in teaching writing. In line with the previous questionnaire results, the subjects were able to provide various forms of resources in the learning process. The provision of these resources is also a demand for professional teachers. As stated by Adisel & Prananosa (2020), the pedagogical competence of teachers related to ICT is the utilization of learning technology followed by the social competence of teachers in the form of the ability to use ICT functionally. In addition, Paramita (2023) also stated that technology provides a significant transformation in English language learning that adjusts to the current global context quickly. Not only developing their abilities in providing instructional resources, teachers generally continue to improve their digital literacy skills (Diputra, et.al., 2020) as a form of transmission of the use of resources in learning to students.

CONCLUSION

The mastery of the types of writing taught to students owned by the English teachers in Central Kalimantan needs to be integrated with students' reading and writing skills gradually, from easy to difficult, based on the context in the student's school. For this reason, the teachers need to strengthen understanding about various teaching models and methods in helping to improve students' writing skills. In teaching writing, the teachers expressed the ability to demonstrate writing techniques by the genres taught. They tried to provide teaching materials on the stages of writing, such as planning, drafting, editing, and the final version. However, there are difficulties in assessing students' writing scores based on standardized rubrics, especially for teachers in the Eastern region. Hence, the teachers need to optimally manage their teaching process. It should be known that the English teachers in Central Kalimantan tend to conduct their writing teaching based on experience, as their tips and tricks for students. That means their learning style indirectly affects their teaching style. In other conditions, some teachers were reluctant to change their teaching style due to time constraints and lack of socialization of new approaches. Based on this, they need further guidance and training to update their teaching approach. However, most subjects can identify the resources needed in teaching writing for professionalism. They receive support from the school and easily use technology in writing lessons. Subjects have been emphasized to operate technology since COVID-19. Considering that the utilization of technology provides a remarkable transformation of writing lessons, the teachers need to be continuously trained to adapt towards the development of technology nowadays.

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