

The needs analysis of humanistic approach based paragraph writing classes at English education department Ahmad Dahlan University Yogyakarta

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ABSTRACT

The purpose of this study is to analyze the needs of students in Paragraph Writing classes based on a humanistic approach. This study used a mixed methods research design. The data were collected through the questionnaire and interview. Both quantitative and qualitative methods were used for analysis. The respondents of this study were first semester students of Paragraph Writing class in the English Education Department at Ahmad Dahlan University. This study was carried out in September 2023 to January 2024. The respondents in this study consisted of 47 students, 32 female students and 15 male students. The sample used in this research was total sampling. The results of this study showed the needs of the student based humanistic approach: students need to be given material in the learning process with a sense of safety and comfort by 71.26%. Students have many lacks related to writing ability such as grammar, how to express ideas and thoughts, choosing conjunctions and vocabulary by 52.65%. Students hope that after taking this class they will be able to improve their writing abilities by 64.88%. Meanwhile, in the results of the interview, students need to be given more examples of paragraph types to understand better, students have a lack in analyzing paragraph types, and students want there to be less pressure in the paragraph writing class.

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1. Introduction

English as an international language plays a very important role in the current era. As cited by Laia and Zai (2020), mastering English is the same as making life easier for opportunities to work and communicate with other people around the world. From these statements, it can be said that if we want to relate well or communicate with people from various parts of the country we must master English. In order to communicate well, it must master four skills in English, one of which is the ability to write.

The ability to write is included in the productive ability, where a writer must be able to produce a sentence based on the writing skill. Through writing, students can practice grammar structures, recycle and search for new vocabulary, learn the rules of English punctuation, and can encourage students' independence (Hossain, 2015). Therefore, it is important for students to master writing skills. However, despite its importance, writing is not an easy skill to master by students.

There are several reasons why writing is difficult for some students to master. Generally, there are three main categories that make writing difficult: linguistics including language use and vocabulary, psychological including content aspects, and cognitive including organization and mechanics (Handayani et al., 2022). Linguistic difficulties include grammar, vocabulary, language use and sentence choice. Physiological difficulties are difficulties for writers because there is no direct interaction and feedback from readers when they write. Meanwhile, cognitive difficulties are about spelling, punctuation, capitalization and paragraph creation.

Furthermore, based on the experience and observations of the researcher at the Ahmad Dahlan University English Study Programme, there are several difficulties found in writing classes, especially paragraph writing classes. The difficulties that exist in paragraph writing class are around the preparation of compiling the paragraph itself and learning that is not pleasant. The difficulties that exist in the writing process are caused by the lack of writing skills in students such as choosing the correct vocabulary, the right conjunctions, connecting between sentences, compiling paragraphs into one unit, producing appropriate topics or ideas, and the lack of feedback from lecturers. Meanwhile, the cause of the problem of paragraph writing class being unpleasant is the lack of appreciation of students' efforts in the writing process, students are rarely given feedback from lecturers, even if they get feedback only about the structure and grammar of the paragraph do not review the topic or appreciate students in the writing process. As a consequence of these experiences, students become less motivated in paragraph writing lessons. On the other hand, the humanistic education approach, which values students' affective sides, is believed to be able to make the writing process enjoyable and better. Due to this, humanistic education is recommended to apply in a writing class. Based on the explanation above, writing paragraphs is important for students to master, but it turns out that there are many difficulties that must be faced. Therefore, it is important to find out the needs analysis of the students of paragraph writing class, which is based on a humanistic education approach.

A needs analysis can assist in analyzing existing programs; if gaps are identified, it can assist in determining the need to implement improvements and what kind of improvements could accommodate the needs while also being acceptable to educators (Natsir, 2018). Meanwhile, the humanistic approach is an approach that emphasizes recognition, respect for the dignity of each individual student as well as the development of students' self-concept or focuses on human self-actualization (Farikah, 2019). Humanistic approach is important to be applied in paragraph writing class because this approach encourages the improvement of human quality through appreciating the positive potentials that exist in every human being.

In a study related to the analysis of needs in writing skills, it was found that one of the needs was the enrichment of material about making good paragraphs in writing. However, the study did not find the needs of students in writing classes based on an approach, one example is the humanistic approach. The gap was utilized by the first researcher in this study to answer the question of analyzing the needs of students in paragraph writing classes based on the humanistic approach. Therefore, this research is important to do. So, this research aims to analyze the needs of first semester students in paragraph writing classes which is based on the humanistic education approach at Ahmad Dahlan University English Education Department. It is expected that this research is able to provide information regarding the students' needs regarding the application of humanistic based writing class. The researcher hopes that this research can be useful to provide information related to the application of the humanistic approach, so that the Ahmad Dahlan University English Education Department can make steps forward.

1.1. Literature Review

a. Needs analysis

As cited by Sabarun (2018), needs analysis is the process of determining the kinds of writing activities that students must be able to complete, as well as the knowledge and abilities required to complete those assignments. A needs analysis can assist in analyzing existing programs; if gaps are identified, it can assist in determining the need to implement improvements and what kind of improvements could accommodate the needs while also being acceptable to educators (Natsir, 2018). The Hutchinson and Waters Model cited from Diana and Mansur (2018) shows a needs analysis model which is divided into two parts: Target situation needs and learning needs.

b. Paragraph writing

Writing is the process of sending and receiving messages between one person and another, commonly referred to as the communication process. In line with Ariyanti (2016) that writers must have the ability to process ideas so that they form something meaningful and logical to be read by readers. Then, a paragraph is a group of closely related sentences that develop one idea. Based on this definition, it is quite clear that only one topic is discussed in one paragraph (Wali & Madani, 2020). The lecturer can use the rubric assessment method to assess students' paragraph writing. There are two types of assessment rubrics that can be used by educators, namely analytical or holistic (Chowdhury, 2018).

c. Humanistic approach

Humanistic approach is an approach that emphasizes recognition, respect for the dignity of each individual student as well as the development of students' self-concept or focuses on human self-actualization (Farikah, 2019). As quoted by Aradea & Harapan (2019) Humanistic theory focuses on personal growth and personal development of students in learning activities. The learning process is considered successful if students understand the environment and themselves.

1.2. Review of the Previous Studies**a. Ampa and Quraisy. 2018. Needs Analysis of the English Writing Skill as the Base to Design the Learning Materials**

The purpose in this study to identify students' learning needs in English writing skills as a basis for designing learning materials by using descriptive methods. Method used in this research was descriptive method. The subject of this research was fourth semester student, English Education Study Programme, Universitas Muhammadiyah Makassar. The results showed that the learning needs for writing skills were related to types of paragraph development, types of texts, and components of writing skills. Types of paragraph development include ways based on definition (79.7%), classification (67.0%), list (59.3%), cause and effect (47.7%), example (47.3%), and comparison (45.7%). Text types consisted of description (66.0%), news (59.7%), narration (58.7%), discussion (56.7%), retelling (57.0%), and exposition (50.7%). The components of writing skills consisted of structure (79.6%), vocabulary (79.4%), content (62.0%), organization (53.6%), and mechanics (34.0%).

b. Ma'rufah, Muflihah, and Awaliyah. 2021. Need Analysis on The Writing Skill: What Do the Students Really Need for Writing Course?

The purpose of this study to investigate students' needs in writing skills. Specifically, this study attempts to explore the current situation, targets and learning needs for writing courses. Method used in this research was descriptive method. The subject of this research were 176 students of English Education Department who were mostly in the second semester in UIN Saizu. The results showed that; in the analysis of the current situation, most of the students admitted that they were at an intermediate level in English; specifically, most of them had a good proficiency in writing. The students are also interested in learning writing by using discussion. In the analysis of the target situation, writing ability is a secondary need of the students where grammar is the top priority to be improved. Then, the students' goals in learning English are to become teachers or lecturers, translators, and tour guides.

c. Juliani. 2023. A Needs Analysis of Academic Writing

The purpose of this study to find out the difficulties of students in writing Academic Writing and what are the needs of students in Academic Writing courses. Method used in this research was descriptive method. The subject of this research was 8th semester students of 2017 batch of English Education Department, Syarif Hidayatullah State Islamic University. The results showed that students had difficulties in writing grammatically, organizing ideas and using academic or formal vocabulary. In addition, students' needs in the Academic Writing course include students wanting more varied learning activities, and more writing exercises. Then the learning topics that need to be focused on academic writing such as journals and theses.

2. Method

The method in this study uses a mixed method to obtain data through questionnaire and interviews. Mixed methods research methodology blends qualitative and quantitative research approaches. Combining two methods can be superior to a single method because it is likely to provide rich insights into the research phenomenon that cannot be fully understood using only qualitative or quantitative methods (Dawadi et al., 2021). The data were collected through the questionnaire and interview. The questionnaire in this study used a likert scale. The likert scale consists of four alternative answers, namely strongly agree, agree, disagree, and strongly disagree. A likert scale is a psychometric scale commonly involved in research based on survey questionnaires (Barua, 2013). The interview guide used in this research was only an outline of the issues that would be asked. Both quantitative and qualitative methods were used for analysis. The data analysis technique used in this research is based on the theory of Miles and Huberman (1992) cited from Augusta (2003) namely data presentation. Data presentation is an activity when a set of information is organized, so that it gives the possibility of drawing conclusions and taking action.

The population in this study involved first-semester students in paragraph writing subject which consisted of 47 students, 32 female students and 15 male students. The sample in this study used a total sampling technique since the population is not large. Total sampling is a sampling technique where the number of samples is the same as the population. The reason for taking total sampling is because the population is less than 100, the entire population is used as a research sample (Rohmatin, 2019). This study was carried out in September 2023 to January 2024. This study was conducted in a paragraph writing classes, English Education Department, Ahmad Dahlan University, Yogyakarta.

This research questionnaire was created by adapting from Sabarun & Qodir (2022) and then modifying it to the needs of this research. The researcher uses that research as a reference because its validity and reliability have been proven. Apart from that, it has also been used in previous research. The following is a questionnaire that has been created using an instrument grid of the variables examined in this research, which were the needs of students in paragraph writing classes.

Table 1. Grid of the Needs Analysis

No	Variable	Indicator	Questions Number	Amount
1.	Needs	The demand of the target situation	1-5	5
2.	Lacks	The gap between the need and the learner's prior knowledge	6-10	5
3.	Wants	Learner needs that have no relation to the subject perceived by the teacher	11-15	5

Table 2. Grid of Humanistic Education

No	Variable	Indicator	Questions Number	Amount
1.	Humanistic Education	Students should be able to choose what they want to learn (freedom to choose)	16, 17	2
		Educational goals should encourage students' desire to learn and teach them how to learn (self-motivating)	18, 19	2
		Grades are irrelevant and only self-evaluation of learning is meaningful (self-evaluation)	20, 21	2
		Feelings and knowledge are important in the learning process and do not separate the cognitive and affective domains (feelings and knowledge are important)	22, 23	2
		The importance of students avoiding environmental pressures, so they will feel safe to learn (pleasant environmental)	24, 25	2

3. Findings and Discussion

This section deals with the results of the study. Present the results systematically, analyze them scientifically and critically. The presentation can be in the form of table, chart or themes. Discuss the findings thoroughly and always connect or relate them with the theories and review of related studies presented in the introduction sections.

3.1. Findings

In this section, the data will be presented in two parts, the first is the data from the questionnaire and the second is the results of the interview.

a. Questionnaire results

Based on the results of the questionnaire, it shows that there is a positive response from student to the statements in the questionnaire items, for a more detailed explanation below:

1) Student's Needs in Paragraph Writing

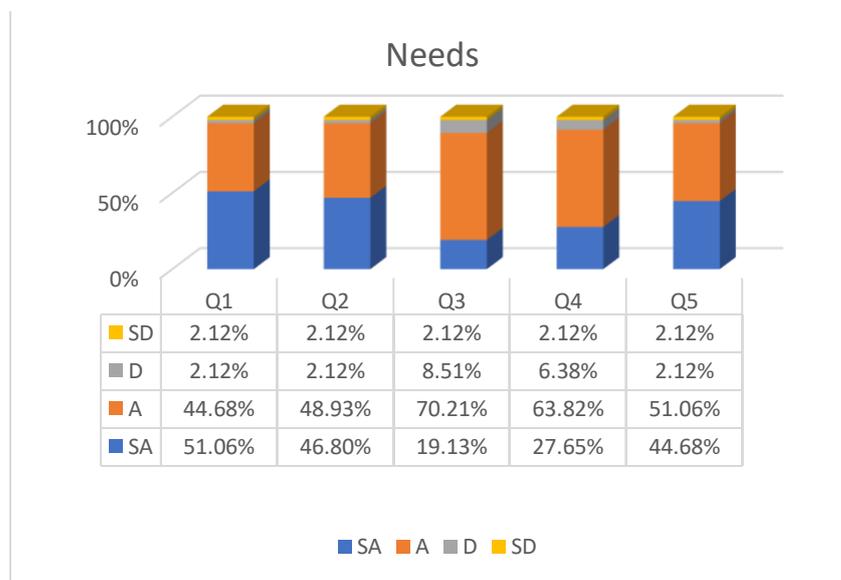


Fig. 1. Questionnaire Result of Student's Needs

From the data in Fig. 1. Questionnaire Result of Student's Needs, there are five statements. The first statement shows 24 students (51.06%) "strongly agree" that lecturers always explain the material before giving assignments. The second statement shows 23 students (48.93%) "agree" that in paragraph writing classes, the lecturer provides a sense of comfort and security to students. The third statement shows 33 students (70.21%) "agree" that the lecturer explains the material in paragraph writing class interestingly and not boringly. The fourth statement shows 30 students (63.82%) "agree" that the lecturer explains the material in paragraph writing class easily. The fifth statement shows 24 students (51.06%) "agree" that they take paragraph writing courses with the aim of being able to make paragraphs well and correctly (coherent and cohesive).

2) Student's Lacks in Paragraph Writing

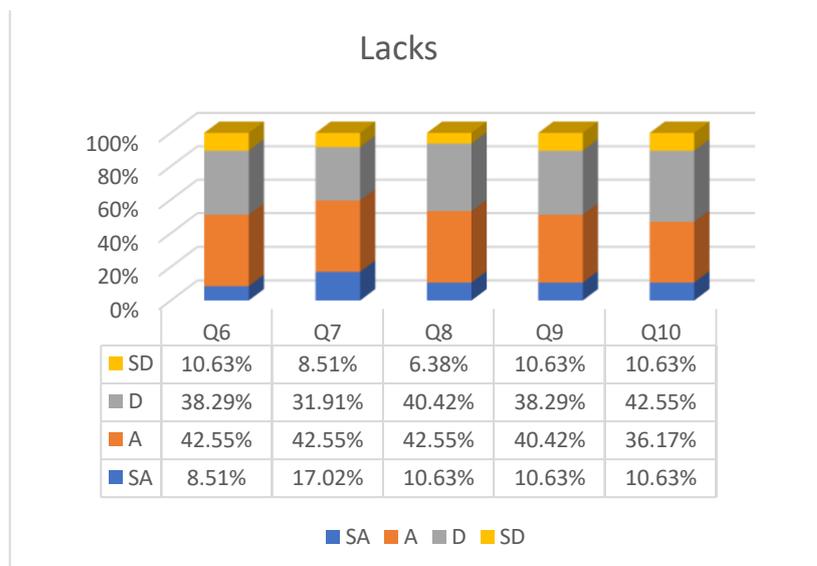


Fig. 2. Questionnaire Result of Student's Lacks

From the data in Fig. 2. Questionnaire Result of Student's Lacks, there are five statements. The sixth statement shows 20 students (42.55%) "agree" that when writing paragraphs they find it difficult to express ideas and thoughts. The seventh statement shows 20 students (42.55%) "agree" that when writing paragraphs they find it difficult to make sentences in accordance with correct grammar. The eighth statement shows 20 students (42.55%) "agree" that when writing paragraphs they find it difficult to find the right connecting words between sentences. The ninth statement shows 19 students (40.42%) "agree" that they find it difficult to arrange each sentence when writing paragraphs. The tenth statement shows 20 students (42.55%) "disagree" that when writing paragraphs they find it difficult to choose appropriate vocabulary.

3) Student's Wants in Paragraph Writing

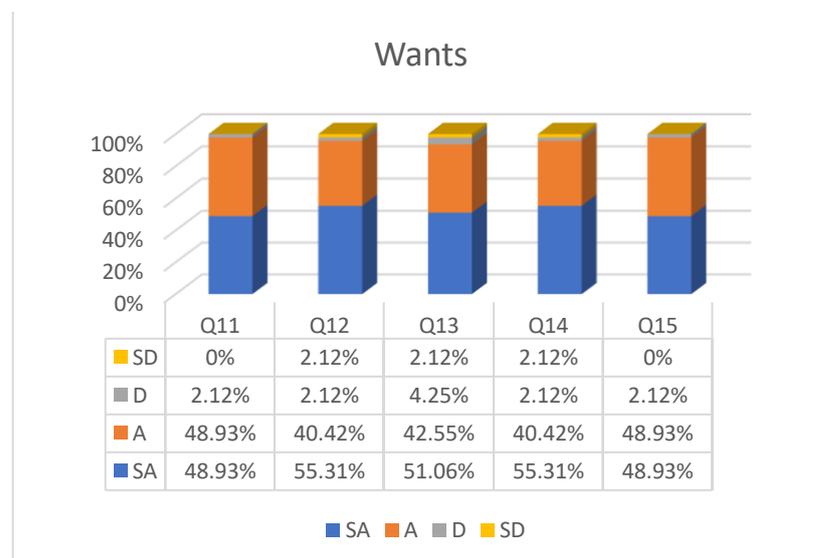


Fig. 3. Questionnaire Result of Student's Wants

From the data in Fig. 3. Questionnaire Result of Student's Wants, there are five statements. The eleventh statement shows 23 students (48.93%) "agree" and 23 students (48.92%) "strongly agree" that after attending paragraph writing class, they expect to understand how to express ideas and thoughts into written form correctly. The twelfth statement shows 26 students (55.31%) "strongly agree" that after attending the paragraph

writing class, they expect to increase their vocabulary. The thirteenth statement shows 24 students (51.06%) "strongly agree" that after attending the paragraph writing class, they expect to be able to create paragraphs properly and correctly (coherent and cohesive). The fourteenth statement shows 26 students (55.31%) "strongly agree" that after attending paragraph writing class, they expect to be able to arrange sentences in paragraphs based on their structure correctly. The fifteenth statement shows 23 students (48.93%) "agree" and 23 students (48.92%) "strongly agree" that after attending the paragraph writing class, they expect to be able to choose appropriate vocabulary in writing.

4) Humanistic side

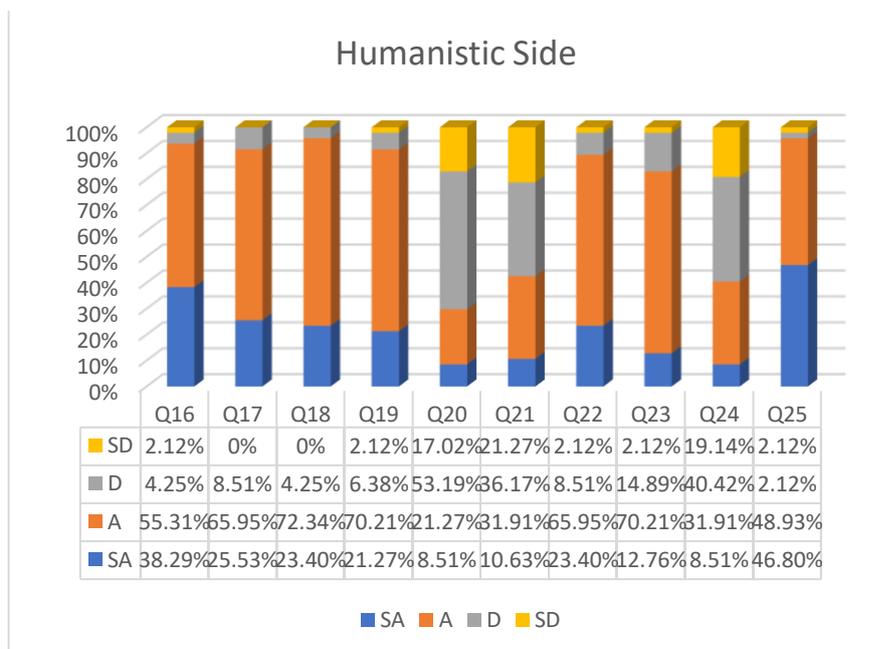


Fig. 4. Questionnaire Result of Humanistic Side

From the data in Fig. 4. Questionnaire Result of Humanistic Side, there are ten statements. The sixteenth statement shows 26 students (55.31%) "agree" that in paragraph writing class, lecturers give students the freedom to determine topics in writing paragraphs. The seventeenth statement shows 31 students (65.95%) "agree" that in paragraph writing classes, lecturers give students the freedom to determine what type of paragraph to make. The eighteenth statement shows 34 students (72.34%) "agree" that lecturers motivate students to write when learning in paragraph writing class is taking place. The nineteenth statement shows 33 students (70.21%) "agree" that lecturers in paragraph writing classes provide stimulus to students before writing paragraphs. The twentieth statement shows 25 students (53.19%) "disagree" that lecturers in paragraph writing class prioritize grades rather than the paragraph writing process itself.

The twenty-first statement shows 17 students (36.17%) "disagree" that in giving feedback, lecturers only focus on grammatical errors and less on the process of making paragraphs. The twenty-second statement shows 31 students (65.95%) "agree" that the lecturer in the paragraph writing class is concerned with both important aspects of learning, namely students' feelings and knowledge. The twenty-third statement shows that 33 students (70.21%) "agree" that the lecturer has given students the opportunity to express their feelings after carrying out learning in paragraph writing class. The twenty-fourth statement shows 19 students (40.42%) "disagree" that in paragraph writing class lecturers do not put pressure on students. The twenty-fifth statement shows 23 students (48.93%) "agree" that they are given equal opportunities by lecturers to express their opinions during learning in paragraph writing class.

b. Interview results

1) Student's Needs in Paragraph Writing

When the respondents were asked about the information, they need in the learning process of the paragraph writing class, the following are their answers:

Participant 3:

"I need the material explained by the lecturer before being given an assignment. Surely in a way that is not monotonous so as not to be boring. If learning in class is more interesting, it makes students more enthusiastic."

Based on the illustration above, students need to be given a sense of comfort when learning in class. The explanation of the material also needs to be explained in an interesting and exciting way.

Participant 5:

"I need to be given a sense of security when expressing opinions. So that there is no more fear of expressing opinions in class."

Participant 7:

"When learning in class, I need to be given the freedom to choose the topic and type of paragraph to be written. Being given the freedom makes me more comfortable and not pressurized by the choices."

Meanwhile, participants 5 and 7 said that they need to be given freedom in paragraph writing class. Both freedom in opinion and freedom in choosing the topic or type of paragraph to be created. The availability of such freedom makes students more comfortable and less pressured.

Participant 1:

"I need to be given more examples of paragraphs so that when I am writing I am not confused."

Participant 4:

"When I am trying to start writing, I need to be stimulated and motivated first. The aim is to help me develop my ideas and make the writing process easier."

The two participants above said almost the same thing. Students need to be shown examples of paragraphs as references before writing. In addition, students also need to be given stimulus such as leading questions to practice developing ideas and thoughts.

2) Student's Lacks in Paragraph Writing

When respondents were asked their opinions on what difficulties they faced during the paragraph writing class and how to overcome them, some of them had different opinions, as follows:

Participant 1:

"I have difficulty in making paragraph arguments. When I face this difficulty, I usually ask a friend who I believe understands. If my friend doesn't understand, then I will ask the lecturer."

Participant 2:

"I think the difficulty is when learning the cause and effect paragraph material. Sometimes I am still confused in determining which one is the cause and which one is the effect. To overcome that, I often ask friends who understand better first. If I still do not understand, then I ask the lecturer."

Participant 3:

“In making a paragraph, it must begin with determining a topic. After choosing a topic, I usually have problems in developing the topic into a good paragraph. When I faced that difficulty, I would ask my friends for advice. If I think it's not enough, then I look for references from the internet.”

Two participants both participant 1 and participant 2 said that they had difficulty in making paragraphs. If participant 1 has difficulty in making argument paragraphs, while participant 2 has difficulty in making cause and effect paragraphs. Then for participant 3, he had different difficulties from the previous two students. He had difficulty in developing topics to become a complete and clear paragraph. However, participant 3 has similarities in overcoming the difficulties they face. The first way is to ask or seek advice from friends who they believe understand better. If it is still not clear, the three students will ask the lecturer or look for references independently on the internet.

3) Student's Wants in Paragraph Writing

When the researcher asked the respondents about what their wants were after attending the paragraph writing class, some of them had different expectations as below:

Participant 3:

“I hope that after enrolling in the paragraph writing class, I can sharpen my ability to develop a topic in writing whatever form it takes, whether it is academic or not.”

Participant 8:

“My hope after attending the paragraph writing class is that what was learnt yesterday during 14 meetings can be remembered and applied when writing a paragraph. Hopefully, the knowledge will be useful and not simply forgotten.”

The two students above said that they hope after attending paragraph writing classes they can sharpen their abilities in writing paragraphs. So that the material provided by the lecturer during learning can be useful properly and properly. Both in academic writing and otherwise

Participant 4:

“I hope to be better at writing in English and know the function of each paragraph.”

Participant 6:

“I wish that after participating in this class I could analyze each structure in the paragraph itself according to the types of paragraphs we have learnt.”

Meanwhile, the next two participants said that they hoped to be able to analyze the types of paragraphs based on what had been taught by the lecturer.

Participant 1:

“I hope that after participating in paragraph writing, I can create better paragraphs and I hope that paragraph writing classes in the next semester can be more enjoyable and less stressful.”

Participant 2:

“I would like to be given more appreciation after completing my task. The appreciation I want is in verbal form, for example: this topic is good enough; the paragraph written is appropriate, go ahead. That's way I feel happy and more energized to do my tasks.”

Based on the illustration above, participants 1 and 2 have their own expectations for themselves and the paragraph writing class. Participant 1 said that she hoped that after attending the paragraph writing class, she could write better. In addition, in the coming

days, the paragraph writing class will feel less stressful. Meanwhile, participant 2 wanted to get more appreciation in the form of verbal from the lecturer after doing the assignment in order to boost enthusiasm.

3.2. Discussion

After collecting data, the researcher analyzes qualitative and quantitative data. There are three indicators including the needs, lacks, and wants of students. Of these three indicators, each indicator will be explained further below.

a. The needs of the students

Based on the results of the questionnaire, the first need of students is to be explained in an interesting and not boring way at 70.21%. The result of this finding is in line with the research results from Hambali (2016) that a pleasant learning process can make students more focused on teaching and learning activities, thus students' attention will be high. The high attention will improve learning outcomes. The second need of students is to explain the material as clearly as possible or easy to understand by 63.81%. There are various ways that lecturers can make students understand the material being taught. As quoted from Saragih et al. (2022) learning to write may be conducted by using the group discussion method. The third need of students is to have the material explained first before being given an assignment by 51.06%. This finding is important for students. The purpose of giving the material first is to provide new insights for students related to writing skills. When explaining the material, lecturers should also provide a stimulus for students. As cited from Mujab & Kamal (2021) that the main activities of teaching teachers are to provide stimulus or stimulation, provide guidance, give direction, and encourage students to learn. Then, students have the purpose of taking paragraph-writing courses in order to be able to create coherent and cohesive paragraph writing by 51.06%. The purpose of students taking paragraph-writing classes can be a guideline for what they should learn when learning occurs. As stated in Azis (2015) that cohesion and coherence are important elements to get a complete paragraph writing. The fifth need of students is to be given a sense of security and comfort when learning in class by 48.93%. The way to make students feel safe and comfortable is by giving out freedom. In line with the research of Zainab et al. (2021) said that by giving students the freedom to determine the topic they intend to express in the writing, students are able to develop story ideas creatively and variously.

b. The lacks of the students

Based on the result of the questionnaire, the first lack is in expressing ideas and thoughts at 42.55%. Ideas and thoughts are the main foundation that a writer must have when starting to write. The second lack is in creating sentences that are in accordance with correct grammar at 42.55%. The third lack is in the selection of appropriate conjunctions at 42.55%. Conjunctions are quite important when writing to form a good paragraph. In addition, when conjunctions are used correctly, the message to the reader can be conveyed well. The fourth lack is in the selection of appropriate vocabulary at 42.55%. The fifth lack is in the arrangement of sentences into a paragraph at 40.42%. Meanwhile, based on the results of the interview, students have lacked in making cause and effect paragraphs and opinions. Students said that sometimes when asked to make a paragraph of this type they felt confused. Apart from that, students are also still confused about analyzing one type of paragraph from another. Another lack of understanding of the content of a paragraph. It was due to the limited vocabulary that students had. The lacks above are also in line with the research of Zainab et al. (2021) that the most basic things such as vocabulary selection, the use of word structures to effective sentences or certain terms in English are the causes of students' low writing skills.

c. The wants of the students

Based on the findings, the majority of respondents said that they have the hope after attending the paragraph writing class both for themselves and for the paragraph writing class. The students' wants for themselves are about improving their understanding in writing skills, as follows; students want to improve their ability to master vocabulary by 55.31%. Improve their ability to arrange sentences into a paragraph by 55.31%. Improve their ability to create coherent and cohesive paragraphs by 51.06%. Improve their ability to express their ideas and

thoughts by 48.93%. Improve their ability to choose vocabulary that is more appropriate to the context of the sentence by 48.92%. This was strengthened by the results of the interview, which stated that students hoped that the material taught by the lecturer in the paragraph writing class could be applied later when students created a text or other academic writing. The next hope is that want to be able to analyze a type of paragraph that has been studied.

Meanwhile, the other wants for the paragraph class based on the interview results are as follows: students want more feedback or appreciation from the lecturer after completing the assignments. The feedback that students expect is not only focused on grammar errors or other paragraph writing procedures. However, they also want to be appreciated with sentences that can enhance their enthusiasm to continue improving their writing skills. According to Astuti (2009) the lecturer can support the learning process by giving feedback. Students want to be given attention to their feelings while in a class. It is about not only the knowledge but also the feelings of the students. As the concept of humanism emphasizes these two things. Students want the class not to be too stressful. The stress comes from the number of assignments but the time given to complete them is limited. Students want to have freedom of argument without fear of being judged as being wrong. As stated in Renaldy (2018) it is explained that opinion is the result of the thinking process, both creative and positive thinking about a factual event that is realized through the communication process.

4. Conclusion

Based on the results of research through questionnaires and interviews, it shows that students' needs are about not only the material but also their feelings in class. Students want to be given material and stimulus before being given assignments. The aim is for students to be actively involved in paragraph writing class. Meanwhile, students in the paragraph writing class are lacking in how to make paragraphs correctly, such as how to express ideas and thoughts in paragraphs, make sentences according to grammar, choose appropriate conjunctions and vocabulary. Then the students' desires are not only for themselves but also for the paragraph writing class itself. For the students, they want to improve their paragraph writing skills, while for the paragraph writing class, they want the class to be more humanist in the future without too much pressure.

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