<u>*Research Article*</u>

Need Analysis on Developing Essay Teaching Material base on Brainwriting Strategy*

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Abstract

This research is an analysis of the needs of students and lecturers to determine the basis to be used in developing a product in the form of teaching essays in English. Analysis of this need is a step or procedure that must be done in research and development. This research was conducted at an English Education Program at STKIP Kusuma Negara Jakarta. One of the motivation of researcher to conduct this research is the existence of information on the ability of most students in writing English essays that are still below the average and one reason is because the English essay writing material used is less interesting and difficult to understand, so students not interested in studying thoroughly. With this, researcher was inspired to develop teaching material models for writing essays in English. One of the procedures carried out in developing the teaching material is needs analysis. Based on the needs analysis, the researcher found the characteristics of teaching materials in writing English essays needed by students and lecturers, these characteristics are almost similar to the characteristics of brainwriting learning strategies. Thus a brainwriting strategy will be integrated into the preparation of English essay writing teaching material.

Keywords: Needs analysis, english essay, writing material, brainwriting strategy

1. INTRODUCTION

The concept of teaching material that is understood by most people is in the form of textbooks or book used for training or courses that directly refer to a material. But the concept is actually is a set of teaching material that refers to anything that is used by the teacher or lecturer in the learning process. Not only in the form of textbooks, but also teaching material be in the form of VCDs, videos, pictures, dictionaries, grammar books, you tube, or others. In addition, teaching materials can be taken from the results of photography, newspapers, television, and so on. Based on this, it can be concluded that the teaching material is anything in any form that is used by the teacher or lecturer in the learning process which aims to improve student knowledge. Teaching material leads to everything that is used by lecturers and students to facilitate language learning to improve language knowledge and experience, for example essay writing skills. While the development of teaching material is what is done by writers, instructors or students to provide input sources of various experiences designed to improve language learning (Islam, 2014).

Teaching material is very important to convey to students. With legal and technological norms as approved content, industrial registration courses are the basic courses in an approved curriculum. It serves to foster the ability of students to work in various professional posts that are in accordance with standards and norms. Developing work-oriented and project-based teaching materials is a trend of

curriculum reform in vocational schools (Ding, 2014). The importance of teaching material also stated in research conducted by Brownsword that teaching material is very important for the achievement of teaching goals. With legal and technological norms as the main content, industrial regulation courses are the basic courses in the framework curriculum. It serves to foster the ability of students to work in various professional posts that are in accordance with standards and norms (Brownsword, 1998).

In this study, why teaching materials for writing essays in English were used as the object of research, because based on observations related to teaching material writing English essays given to students was only a presentation slide and based on information from several students they found it difficult to understand the material given to students. In addition, the researcher obtained data on learning outcomes in writing student essay which is still below the minimum value determined by the campus.

Based on the statement above, researcher inspired to carry out research by developing teaching materials to write English essays that were tailored to the needs of lecturers and students. Thus the English essay writing material developed can reach the target and can be used by students and lecturers and can improve the ability of students to write English essays. The research focus is on a preliminary study precisely on the analysis of the needs of students and lecturers related to English teaching materials. This is intended so that in the preparation of teaching material writing English essays can be combined with a basis that is a strategy or learning technique. Based on the analysis of the need for teaching material, writing this essay in English is different from the usual teaching material. The preparation of teaching materials for writing English essays will be prepared on the basis of learning strategies whose characteristics are similar to the characteristics of the teaching material needed by students.

1.1. Literature Review

There are previous relevant research to the research that will be examined, including the research that has been conducted by Ima widiana with the title Development of Argumentative Essay Writing Materials through Process Approach in English Education Students of IKIP Budi Utomo Malang (Widianah, 2017). The other research found in the research that will be meticulous researchers is to jointly develop teaching materials to write English essays that are adjusted from the results of the analysis of the needs of students and lecturers. In addition to the equations obtained, there are also differences between the research conducted by Ima in the research model using the brown model while in this study using the adaptation model from Borg and Gall and Sugiyono. The next research is conducted by Aprilia Riyana Putri with the research title, namely the Development of English Language Materials for Early Childhood in Guyangan Rainbow PAUD (Putri, 2017). In the research conducted by Aprilia is developing English teaching material in general which includes the four aspects of language skills, they are writing, reading, listening, and speaking without using the basis of developing teaching material, while the research that will be conducted by researcher is developing material teaching that focuses on English essay writing teaching materials that directly use the basis of the preparation, namely with brainwriting strategies.

Further relevant previous research is research conducted by researcher from Soul who developed English language teaching material as L2, where the basis used to develop teaching material in this study was experience-based. This is a different base from the usual base. What we often encounter is usually text based, but this is different from usual. The base of experience combined in making this teaching material is chosen based on the students' needs for the characteristics of the English teaching materials they need. There are several similarities found in this study with research researchers including jointly developing teaching materials based on the results of needs analysis on students and lecturers, but here English teaching materials as the second language, while those

developed by researchers are English essay writing teaching material as a foreign language. The differences which can be seen can also be found on the use of the base. The basis used in this study is based on experience, while the basis used by researchers in developing teaching materials is writing English essays using a special basis for writing, namely brainwriting strategies (Park, 2014).

The next research is carried out by Handayani, where the aim of his research to design and develop teaching material software that is assisted for numerical methods. The process of developing teaching materials starts from defining steps, the process of designing instructional materials is developed based on information obtained from the initial analysis steps, learners, materials, supporting tasks and then design or design steps, then the last step is the development step. This research is an RnD research which is similar to that conducted by researchers, but Handayani's research focuses on developing software to be used as teaching material. The research process also has research, namely conducting preliminary studies, needs analysis. Product design and evaluation of product effectiveness tests (Handayani, Herman & Fatimah, 2017).

The next research has been conducted by Kamariah, the aims to develop authentic based teaching materials for writing skills. Therefore, this research applied the Research and Development design and uses the ADDIE model which consists of five stages namely Analysis, Design, Development, Implementation, and Evaluation. Questionnaires were given to third semester students in the Education Department of UIN Alauddin Makassar as an instrument to find out the analysis of student needs. After designing the product, the material was validated by two experts and then implemented to students. The material model developed consisted of several aspects, namely objectives, topics, activities, approaches, media, genres, content, and testing strategies. In addition, the learning process consists of four parts, namely discussion, pre-writing, writing, and post-writing. The research conducted by Kamariah has similarities with this research, while the similarities are the same-together developing writing teaching material to students, but writing here for general writing, while writing developed by researchers specifically to examine essays. In addition, the basis used to develop teaching material is different. In addition, the model for developing teaching material is also different (Rahmawati & Senen, 2019; Kamariah, Husain, Atmowardoyo, Salija, 2018).

Similar research conducted by Farahian in 2015, development research but which was developed in this research was developing a metacognitive writing questionnaire, which was based on the results obtained from semi-structured interviews. After running various exploratory factor analysis (EFA) to validate the questionnaire, two general scales of knowledge and regulation of cognition emerged; However, regarding the knowledge subscale and cognition regulation no clear pattern was found. Thus, in this study confirmatory factor analysis (CFA) was carried out to improve the scale and construct the final questionnaire. The findings lead to a hypothetical model consisting of two knowledge factors of cognition and regulation of cognition with ten subcategories represented in the 36 item questionnaire (Farahian, 2017).

1.2. Theoretical Background

In this research, the focus was on the needs analysis study aimed at students and lecturers towards the reference for developing English teaching essay writing models. As for analyzing the needs of students and lecturers, researchers chose Hutchinson and Waters's theory of needs analysis which consisted of three aspects namely necessity, lack, and wants (Hutchinson & Waters, 1987). For the necessity aspect, the researcher conducted a standard study of the competence of writing English essays. In the shortage aspect the researchers conducted an analysis of the ability to write English essay students. In addition, it analyzes the syllabus and teaching material that is being used. Furthermore, on the aspect of desire, the researcher conducted an analysis of the results of the questionnaire given to students and lecturers. As for the concept of teaching material itself is a tool or

set of learning that must be made and given to users so that users experience changes in attitude (Islam, 2014).

The change in attitude here is a change in user responses to the use of teaching material better than before. Macalister suggests that needs analysis is aimed at the purpose and content of the learning program. This is a test of something that is already known by the learner and the things needed by the learner to learn. With the need analysis, it is certain that the teaching program contains things that are useful and relevant to learn (Nation & Macalister, 2010). Analysis of teaching material needs is a matter that must be done in research and development; this is a very important and fundamental activity in the development of curriculum material, and also in the development of teaching materials. Need analysis or also called need assessment in a language learning program, not only identifies learner needs, but also those related to the language itself and determining goals and objectives. Goals are general statements related to the ability to be achieved and meet the needs of learners. While objective is the ability that must be mastered by the learner to achieve the goal (Brown, 1995).

Collecting information about learners' needs as need analysis into needs and characteristics that emerged between the 1960s was part of curriculum development and became a general philosophy of educational accountability. From some of the descriptions above, it can be said that needs analysis is a study of the necessity of learner language competence at a certain level. Furthermore, it is an analysis of the weaknesses that are still possessed by the learner, as well as collecting information about desires and expectations which are the learning goals for learners' English skills. The results of the influent needs analysis on the development of teaching material writing essays in English.

As for the essence of writing, Hyland said that writing is a way to convey, express feelings and various experiences of the author to the reader by using written language (Hyland, 2003). Same with Burton and King said that in his research most writing learning processes involve repetitive writing that focuses on experiences or negative emotional feelings such as traumatic events and personal problems (Toepfer & Walker, 2009). While writing specifically about writing essays in Blanchard and Root's opinion, essays are a group of paragraphs on a topic (Saver, 2006). The same thing is said by Folse, Vokoun and Solomon arguing that an essay is a set of paragraphs in which there are facts, opinions, and ideas about a topic. An essay usually consists of several paragraphs which usually consist of three to ten paragraphs, but essays belonging to a short essay consist of only five paragraphs (Folse, Muchmore-Vokoun & Solomon, 2014). The same thing was said by Warburton that essays in this case a short essay is a composition consisting of several paragraphs, namely two to ten paragraphs on a topic (Warburton, 2006).

Essay writing organizations, namely; 1) Introduction, 2) Fill (body), 3) conclusion. In an essay there are expanded sections into separate paragraphs. In essays on more detailed topics, the body consists of several paragraphs (three to five paragraphs). The introductory paragraph consists of background information that serves to attract the attention of the main reader. Thesis statement that reveals the subject and focus of the essay. The essence of an essay called the body consists of several paragraphs, these supporting paragraphs describe and support the main idea. The concluding paragraph or conclusion contains a summary of the main ideas discussed in an essay (Saver, 2006). Based on several explanations above it can be said that the composition in the form of essays is an extension of composition in the form of paragraphs. The formation of a short essay is because there is too much to be revealed in a few separate paragraphs.

2. METHOD

The method in this study is basically a mixed method or mix method in research and development, only focused on one of the stages in it, namely needs analysis. Analysis of teaching material needs is a matter that must be done in research and development, this is a very important and fundamental activity in the development of curriculum material, and also in the development of

teaching materials. Need analysis or also called need assessment in a language learning program, not only identifies learner needs, but also those related to the language itself and determining goals and objectives. Goals are general statements related to the ability to be achieved and meet the needs of learners. While objective is the ability that must be mastered by the learner to achieve the goal (Brown, 1995). To analyze the needs of students and lecturers, researchers chose Hutchinson and Waters's theory of needs analysis which consisted of three aspects namely necessity, lack, and wants (Nation & Macalister, 2010).

Table 1. Categories of needs of students and lecturers on teaching materials to write essays

No	Average of Needs Crateria	Category of Needs Crateria	Note
1	1.0 – 1,4	Not Needed	Not a priority
2	1.5 – 2.0	Rather Needed	Not a priority
3	2.1 – 2.9	Needed	Priority
4	3.0 – 4.0	Very Needed	Priority

3. FINDINGS

In accordance with the previous explanation that the needs analysis through questionnaires to students and lecturers is carried out on aspects of needs, shortcomings, and desires. The questionnaire or questionnaire used includes aspects: 1) The needs of users of teaching material writing English essays that include activities on existing teaching materials, contents of teaching material writing English essays used and the design of teaching materials writing English essays used at that time. 2) Lack contained in teaching material writing essays in English which includes the same aspects as the needs of users of teaching material in writing essays in English, namely: teaching material activities, content/topics, and design of teaching materials for writing essays in English. And 3) Wants regarding teaching material to write English essays that are like what is suitable for the user. The aspect in question is the same as necessities and wants.

3.1. Result from Respondent

Questionnaire instruments were given to students with a number of 64 statement items and for lecturers consisting of 40 statement questions. The two questionnaires given to students and lecturers have good reliability values, namely questionnaires for students, namely 0.923 and for lecturers 0.955. The value obtained has exceeded the value of 0.70 so that it can be categorized as the value reliability is good. The table as follows:

Table 2. Student questionnaire reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.923	64

Table 3. Lecturer questionnaire reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.995	40

The instrument for analyzing the needs given to students was given to 25 students who were taking writing III courses and 15 students who had taken writing III courses. This is taking into account that the more students who provide answers to the questionnaire, the more visible the need for

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teaching material is to write English essays needed by students. The data of students who take part in the questionnaire are, 1) Consists of 10 male students and 20 female students. 2) semester VI 25 people, semester VIII 15. 3) between 22 and 25 years.

The statement items given to students amount to 64 items Valid statement with reliability 0.923 which consists of several aspects of the statement, namely necessities, lacks and wants of teaching material to write essays in English. The description of the questionnaire given to students is as follows:

Table 4. Blue print of needs analysis for students

NO	ASPECT			NUMBER OF QUESTIONS	QUESTIONS
		Learning activity	material		
1	Necessities	Content/ topic		16	1-16
		Learning Design	Material		
		Learning activity	material		
2	Lacks	Content/ topic		30	17-46
		Learning Design	Material		
		Learning activity	material		
3	Wants	Content/ topic		18	47-64
		Learning Design	Material		

The questionnaire given to students is made based on a Likert scale consisting of four choices, namely: strongly agree (SS) with a value of 4, Agree (S) with a value of 3, Disagree (TS) with a value of 3, and strongly disagree (STS) with a value of 1. Judging from this value, the higher the value of the students' answer, the higher the students' need to produce teaching essays in English. Thus, the analysis of student needs data for English essay writing teaching material is seen from the scores obtained by students from the results of student answers to the statement, after which the numerical value is summed then divided by the number of students filling out the questionnaire so that the average value is obtained. The average value obtained is interpreted into four groups.

Based on the results of the questionnaire given to students from 75 statements there are 65 valid statements, which are 64 statements. All statements in the questionnaire are categorized as very needed and needed. Therefore, the authors describe the two categories of "urgently needed" and "needed" with the highest average and can be explained as follows:

Table 5. Criteria for student needs "very needed"

No	Needed criteria	Average	Category
3	Vocabulary needs to be arranged based on its appearance in the reading text (not alphabetically	3.2	Very needed
6	Student activities in English essay writing teaching materials need to be varied and focus on goals	3	Very needed
8	On each topic of teaching essays writing English needs to contain a brief, concise, and understandable.	3.2	Very needed
11	It is necessary to provide appropriate strategies	3.22	Very needed

	in teaching materials to write English essays to help students improve their ability to write English essays		
15	Sufficient time is needed in learning to write English essays.	3.25	Very needed
47	I want to know how to write a good essay so that I can write the essay well.	3.5	Very needed
53	I want teaching material to write essays that are complete with examples of essays with topics that are familiar.	3.025	Very needed
56	I want to be given the activity of writing an English essay which gives motivation to students to prefer writing English essays	3.5	Very needed
59	In writing English essays I want to be given the opportunity of time and freedom to express ideas.	3.225	Very needed
62	In my opinion in teaching materials writing essays in English must be given an exercise form.	3.2	Very needed

Based on Table 5 above, it can be used as an input material in preparing teaching materials for writing essays. There are some statements that are categorized as badly needed, this is seen from the average item statement answered by the respondent, the item statement which category is very much needed is found in item 3, namely that there is a need to discuss vocabulary that appears in the text based on its appearance in the text.

Furthermore, in point 6, namely students want there are varied learning activities and focus on objectives, this can be input into the preparation of teaching material in writing essays in English, the next most needed category is in item 8, namely students want teaching material to write English essays that equipped with a brief, clear and easy to understand explanation and this will also be the considerations of the researchers in compiling teaching materials in writing essays in English. The most needed category is found in point 11, namely students want teaching material that is equipped with strategies in teaching material to write the English essay with the intention that students can be helped in improving their ability to write essays in English. It is hoped that researchers will use the basis for the preparation of teaching material for writing English essays with a brainwriting strategy. The next item, which is classified as a very needed category, is found in point 15, which requires sufficient time in learning English essay writing, this will be taken into consideration by researchers in the use of bases in the preparation of English essay writing material and based on the time specified in the syllabus. used. Furthermore, there are 47 items, namely students who want teaching material equipped with a complete explanation or theory about writing English essays.

The next item which is classified as a very needed category is found in point 53, namely students want teaching material to write English essays that are equipped with essay writing examples which are completed with an explanation of the steps and topics in the text that students know. The items included in the much needed category are found in point 56, that is, students want the instructional material to be compiled to seem to motivate students, so that students hope there will be a positive influence in increasing students' interest in learning English essay writing. Item statements classified as very needed categories are found in point 59, in the statement on this item students want freedom in pouring ideas into writing that has been determined and given the time freedom agreed upon. Furthermore, the last statement which is included in the much needed category is in the statement 62, namely students want the teaching material to write an essay in English which is equipped with a practice sheet.

Table 6. Criteria for student needs "needed" with the highest average

No	Needed criteria	Average	category
6	On each topic of teaching material writing essays in English it is necessary to contain a clear and concise explanation.	2.62	Needed
48	I want to know how to write a good essay so that I can write the essay well.	2.82	Needed
49	I want to be given teaching material to write interesting English essays so that I am motivated to learn more about writing English essay.	2.85	Needed
51	I want to have mutual input or feedback between friends regarding the results of writing my English essay.	2.77	Needed
57	I want to be given learning activities that can increase my confidence in writing English essays well.	2.75	Needed
60	In writing English essays I want to be given the opportunity of time and freedom to express ideas.	2.82	Needed

Based on Table 6, there are six items that are categorized as needed, namely the first is a statement in number six, namely students want a brief and clear explanation on each topic in the teaching material in writing essays in English. The next statement item is in number 48, namely students need teaching materials that explain the procedures or stages that are clear in writing English essay. The next statement in number 49 is that students want instructional materials that seem interesting, this case the researchers will try to design teaching materials to make them interesting, so students are led to learn them. Furthermore, there are items on statement 51, namely students want input or feedback on the results of their writing. This is also an input for researchers in formulating teaching materials to write English essays on the basis of brainwritng strategies.

The next statement item that is needed is found in the statement 57, namely students need learning activities that can increase their confidence in their abilities in writing an essay in English, the last statement which is needed by students is in point 60, namely students want to be given later nature poured their ideas into English essay writing. The 64 statements there are six statements classified as the required categories. This is a reference for researchers in compiling teaching materials for writing essays in English.

3.2. Questionnaire Results from Lecturer Respondents

Questionnaire analysis needs were given to four English education program lecturers who were experienced in writing III courses which contained sub-topics concerning writing English essays. The background was the three-person S2 and one-person S3.

Questionnaire needs for lecturers consisting of a number of valid questions 40 statement questions consisting of items statement that includes needs (necessities), lack (lack) and desire (wants) of teaching material to write essays in English. The analysis of needs for lecturers can be described as follows

Table 7. Blue print of lecturer questionnaires

NO	ASPECT		NUMBER OF QUESTIONS	QUESTIONS
1	Necessities	Learning material activity		
		Content/ topic	23	1-23
		Learning Material Design		
2	Lacks	Learning material activity		
		Content/ topic	10	24-33

3	Wants	Learning Material Design		
		Learning material activity		
		Content/ topic	7	34-40
		Learning Material Design		

Giving questionnaires to lecturers is also the same as the questionnaire given to students, namely by using a Likert scale, which consists of four choices namely strongly agree (SS) with a value of 4, agree (S) with a value of 3, disagree (TS) with a value of 2 , and strongly disagree (STS) with a value of 1 if the higher the number obtained by the lecturer in filling out the questionnaire, the higher the category of need for teaching material in writing essays in English the value of the criteria is summed.

Based on the results of the questionnaire given to the Lecturers from 40 statements there are 40 valid statements. All statements in the questionnaire are categorized as very needed and needed. Therefore, the authors describe the two categories of "urgently needed" and "needed" with the highest average and can be explained as follows:

Table 8. Criteria for lecturer requirements "very needed"

No	Needed criteria	Average	category
1	prepare learning tools / media if needed in accordance with the lesson plan that has been made.	3.8	Very needed
5	As an illustration, it is necessary to provide questions about writing before students write an English essay.	3.8	Very needed
6	On each topic of teaching material writing essays in English, it is necessary to include pre writing, whilst writing and post writing.	3.6	Very needed
8	In teaching materials writing essays in English need to be given a question or practice before and after learning how to write an essay in English.	3.8	Very needed
13	Need to practice intensively to improve concentration and understanding of writing English essay.	3.6	Very needed
14	Students need prior information on the purpose and benefits of writing an English essay.	3.6	Very needed
15	Students Need to know the generic structure will be the type of writing an essay in English.	3.6	Very needed
18	The learning objectives in general must be clearly written on the teaching material used now.	3.6	Very needed

For Table 8 there are 8 items of statements from the total number, which are 40 items on the questionnaire given to 5 lecturers. The points of the statement are included in point 1, namely that there must be media or teaching materials in accordance with SAP or syllabus used during learning, then there are items in statement 5 stating that questions must be given to students regarding the understanding of writing essays in English before learning begins, this tests students' understanding before being given an understanding by the lecturer. The statement items included in the next category are found in item 8, saying that on each topic teaching materials in essay writing in English need to contain pre writing, whilst writing and post writing.

Item statements which are included in the highly needed category are found in item statement thirteen, namely the need to train intensively to improve concentration and understanding of writing English essays. Furthermore, in point fourteen, students need to be informed in advance about the purpose and benefits of writing English essays. Furthermore, there is fifteen points, that Students Need to know the generic structure will be the type of writing essays in English.

Included in the much needed category are also in item statement eighteen which says that learning objectives in general must be clearly written on the teaching material used. Item statements that are included in the very needed category above will be a consideration for researchers in compiling teaching materials for writing essays in English.

Table 9. Criteria for Lecturer Needs "needed" with the highest average

No	Needed criteria	Average	Category
3	Invites students to concentrate on determining the topic to be written.	3.2	Needed
4	Student activities in teaching materials need to vary.	2.8	Needed
7	Teaching materials for writing essays in English need to be provided with an appropriate method or strategy.	3	Needed
9	In teaching material writing essays in English it is necessary to use an effective basis in order to improve the ability of students to write essays in English.	3	Needed
10	The teaching material for writing English essays used must be in accordance with the syllabus of writing III courses.	2.8	Needed
20	Need to ask how students feel after being given an English essay Writing lesson.	3.4	Needed
22	It is necessary to discuss student difficulties in understanding student English essay writing.	3.4	Needed

From Table 9 there are 7 numbers out of forty items which are included in the category needed. The items included among them are at number 3, which is the need to invite students to concentrate on determining the topic to be written. Next is in number 4 with the statement that student activities in teaching materials need to vary. The next statement, which is found in number 7, says that it is necessary to provide teaching material to write English essays with an appropriate method or strategy. Item statements included in the required category are in number 9, namely in teaching material in writing essays in English, it is necessary to use an effective basis in order to improve students' ability to write essays in English. Furthermore, in number ten, the teaching material for writing English essays used must be in accordance with the syllabus of writing III courses. Next, there are twenty points, namely: It is necessary to ask how students feel after they are given an English essay Writing lesson. Furthermore, there are twenty-two points, namely: It is necessary to discuss the difficulties of students in understanding student English essay writing. The seven items classified as needed categories will become references that will be held by researchers in compiling teaching material in writing English essays in accordance with the findings in the analysis of needs.

4. DISCUSSION

Based on the results of questionnaires on students and lecturers, after testing the validity and reliability of the questionnaire, we found several characteristics of the three components described in the questionnaire, namely, need, lack, and wants that describe the type of base to be combined in making English writing teaching material.

Characteristics of English essay writing materials needed and desired by students in general lies in the freedom to express ideas in writing, requires sufficient time to write, supportive situations, selection of themes that are in accordance with student knowledge, division of ideas, and opinions or opinions. input on the results of essay writing from peers and lecturers. These characteristics are found in one of the learning strategies devoted to writing, namely brainwriting strategies. The characteristics of brainwriting strategies are similar to the characteristics of teaching materials in writing English that are interested in students, so researchers are inspired to develop teaching materials for writing English essays based on brainwriting strategies.

Research that uses brainwriting strategies to improve student writing skills is also done by Virdyna (2016), but the difference lies in the brainwriting function itself. In this study, the brainwriting strategy used in the writing learning model as well as the research conducted by azwah brainwriting was used in poetry writing learning models (Azizah, 2015). Another study related to brainwriting is research that is conducted to improve brainwriting decision making models (Park & Ko, 2002), whereas in this study brainwriting was used in combining the characteristics of brainwriting strategies in developing teaching materials for writing essays in English. research on the development of teaching materials whose basis is determined through needs analysis is research conducted by Wahyuni, based on the results of Wahyuni's needs analysis using the CTL approach in developing writing teaching material (Wahyuni, 2017). also in research (Park, 2014).

The results of this study are knowing the needs of students and lecturers in teaching English writing essays so that steps can be taken in the next step, namely the development of teaching material models for writing English essays on a basis that is in accordance with the results of the needs analysis. Furthermore, when the teaching material has been written in writing English essays that are appropriate and through expert tests, the teaching material can be implemented in the field with the aim of contributing to improving the ability to write student English essays.

By knowing the needs of students and lecturers for teaching English writing essays, teaching materials will also be created in accordance with what is needed, based on the results of the needs analysis. It can be concluded that the teaching materials will be combined with learning strategies, namely brainwriting strategies. This will also be able to contribute to the ability of students to write English essays.

5. CONCLUSION

In developing research products or in this case the product is in the form of teaching material writing essays in English, then the most basic thing that needs to be done is to analyze the needs of users, this is so that the intended product is targeted and can fulfill the objectives of the production program.

If there is a similar study, it is highly expected to carry out an analysis of user requirements as a whole so that the desired goals are met properly. The shortcomings in this study are that in the respondent's survey or sample only 30% of the total number, it would be nice for all users to be the respondent of the needs analysis to produce a comprehensive statement. It is desirable that this study can provide benefits to aspects of research in education and is recommended as a reference for development research.

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