

A Need Analysis in Creative Writing Course for The Students of English Study Program UIN Satu Tulungagung

Dwi Ima Herminingsih¹, Latifatul Isro'iyah², Roro Elshania Budiarti³, An'nisa Sholihah⁴

Universitas Tulungagung, Indonesia^{1,2}

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia^{3,4}

E-mail: dwima.hermin@gmail.com¹, tifafufefo@gmail.com², elsaniabudiarti@gmail.com³, sholihahannisa2901@gmail.com⁴

Abstract

Need analysis is a process used to identify and evaluate stakeholders' requirements, desires, and expectations, which in this context are students of the English Education Department. It helps the lecturer or teacher understand students' target needs and how to meet those needs effectively. This research aims to know, the first, what kind of difficulties faced by Students of the English Education Department in the Creative Writing Course, the second the basic competence and the third is the material that is seen as necessary and not necessary to be taught by the English Education Department Students in Comprehending Creative Writing Course. The needs analysis was completed by distributing questionnaire items to 40 students in the 5th semester of the English Education Department as respondents to answer questions which areas related with the previously mentioned aims of study. The result of analysis indicates that most students regarded writing novels as the most challenging competence of the creative writing course than writing poems and short stories. Then, the most urgent English material that should be taught in the writing course is understanding grammar and vocabulary.

Keywords Need Analysis, Creative Writing, English Education Department

INTRODUCTION

Creative writing is one of the courses Students of the English Education Department in *UIN SATU Tulungagung* should take. The aims are to develop the student's ability and their creativity in writing, to open a wide range of knowledge about the concept, techniques, and terms in writing a creative text, and to allow them to express their ideas or themselves in the form of text which is interesting and original. Nevertheless, writing is such a complex activity that students should combine processes and product ideas. Therefore, vocabulary mastery and grammar ability are needed to support excellent writing skills (Tanjung, 2019). the existing research findings written by the previous researchers claim that the sufficiency modalities have correlation with the students' ability in writing (Yuliawati, 2021). In addition, there is also another state confirms that having rich vocabulary, an ability to use appropriately in language use with standard grammar delivering the meaning can influence the writing performance of the students (Hastuti & Widyantoro, 2015). Poorly, it is a fact that being competent in writing is challenging. Writing skill is one of the difficult skills for a student of English Education, *UIN SATU*. Writing is a challenging activity since it is complicated to create and combine letters in specific linguistic features including words, phrase, sentence, and its structure (Alfaki, 2015). The other struggles that students should face are the word of choice or vocabulary, using grammar applications, syntactic structure, rhetorical frameworks, and idioms (Nik et al., 2010). If we examine specifically creative writing, students might have issues showing the verbal arts in the form of written text that



needs students' creativity in organizing their ideas well (Morley, 2007). Therefore, facilitating students with encouraging learning circumstances to reach that target is necessary (Asri et al., 2022). Since creative writing is a challenging course, as some researchers argue, we should consider and analyze the students to have enormous techniques and methods in bringing the best way to teach creative writing. Lectures should create a suitable model of learning that would enhance the effectiveness and meaning of the learning process in creative writing courses by using need analysis.

Being aware of what the students encounter when the work with writing tasks, need analysis can be an early stage to build a suitable learning model. It is expected to be as tool providing some information related to students' needs to adjust. Need analysis refers to a pattern of activities the lecturer performs to track the relevant details to the initial original needs to create adjustments or construct a learning outcome (Asri et al., n.d.), (Yalden, 2012). It is concerned that need analysis relates to students' wants and needs. Need analysis can be reference as a method of acquiring more considerable input into the material, design, content, and implementation of the language programmed (Kareviati et al., 2020). In other words, it can be the appropriate way to uncover the student's requirements. However, the lecturer should pay attention to the specifications of need analysis necessary to avoid the mislead when determining how and what students needs in learning process.

This rationale of conducting exploration on the writing class is to gain the understanding of students' needs and difficulties in creative writing courses to solve the issue and develop a suitable learning model as well as possible. Previous research discussed problems related to need analysis in creative writing courses such the writing methods which can help the student write better, tactics that support group problem solving, and more time in class for creative writing practice. Students prefer to study creative writing with a variety of learning materials and media, and they are given more time to write (Asri et al., 2022; Rasool & Al Bajani, 2021). However, both studies could only partially answer the issues that English Education Department students in *UIN SATU Tulungagung* faced in this course. Therefore, these current studies will be conducted to fill the apparent gap. Since at least there are three competencies that the students should pass, the researchers run the investigation targeted to determine which is the most difficult and the easiest case in producing creative writing and then find what the students really need. The obtained data can be useful feedback in the writing class in *UIN SATU Tulungagung* to achieve the teaching and learning goals. Underlying the gap between the theories and what has happened in the writing class, the inquiry has focused on the three objects of study 1) what difficulties do students of the English Department encounter in Creative Writing? 2) what are the basic skills and the materials that students of the English Education major consider necessary and unnecessary within the framework of creative writing.

Writing is one of the most challenging skills that students should face, even more so if they should be creative. The students have serious problems in writing English. The biggest problem was due to a lack of vocabulary and the language used. They believed that their limited knowledge of grammatical sentence structure and lack of vocabulary led to confusion in their word choices. They also had spelling problems. They often hesitated to

write English words and believed that their spelling was not good enough (Alisha et al., 2019). Figuring out what the students need before writing is crucial. It helps writers or the students understand who they are writing for, why, and what they want to achieve. It is like finding the missing pieces in a puzzle. This process helps writers know what information to include, how to express themselves, and how to organize their writing.

One of writing type is Creative writing. This is a special type of writing where authors use their imagination to come up with unique ideas. It's about being creative and original. Creativity can sometimes lead to creating something completely new. It can also mean using or developing something that already exists in a unique way. For example, you can rearrange or introduce text in your own way. Learners can expand the story into imaginative and creative short stories using images and symbolic names. Creativity in writing can be a viable way to promote creativity in second language learners' writing skills as they make creative use of their previous experiences. Additionally, emotions, experiences, and creative thinking can work together to motivate learners to expand their creative imagination. Creative writing can be defined as free writing. Creative writing can be defined as writing that involves the author's imagination and creativity (Manara, 2015). Creative writing is a course in which the writer is an autonomous, connected artist; therefore, their writing is closely related to their lives. Creative writing is an art and a writer is an artist even if he has to make connections between writing and life (Mokhtari, 2015). Creative Writing allows the students to choose or use their method or subject in writing. In this course, the students can think freely and creatively in producing a product which is writing. Creative writing is an opportunity or chance to free your imagination (Mokhtari, 2015). According to Harshini (2020), Creative Writing helps students with different levels of language skills such as grammar, vocabulary, phonics and speech. This means that in this course, students can also develop their language skills. (Nugraha, 2021)

Writing creatively in English can benefit learners who study in this language. For instance, it can help them to enhance their creative thinking ability for various goals, and it could help them to improve their language abilities. Creative writing is also fun, and practical activities can improve students' confidence and fluency in storytelling so that students can learn to use English creatively and communicatively through their stories. Like any skill, you can improve by practicing and getting input from others. In a creative writing class, figuring out what students need and tailoring teaching methods to meet those needs is important.

Problem faced in creative writing Previous research shows that students in news production classes followed creative processes by encountering problems and thus attempted to solve these problems. The problems that students encounter is related to three aspects, namely the literary aspect, the technical aspect, and the student's self-awareness aspect, which later develops into eleven problems, which are the plot, characterization, theme, setting, point of view, grammar, sentence structure, word choice, distractions, writer's block, and mood. The different problems found in this study resulted in a variety of problem solutions, although it was also found that there were problems with similar solutions on the part of the students (Pratiwi, 2019).



Talking about the material for creative writing using local tourism is seen as an interesting medium as upgrading the ability of the student write creatively. The case study reports that online learning has an impact on students' creativity when writing descriptive text about local tourism. This can be demonstrated by conducting a series of procedures aimed at comparing the average value of students' test scores when writing descriptive text to obtain results that show a significant difference in scores average between the control class and the experimental class, in which Comparison of the average between the two classes shows that the average value of the experimental classes (treated in the form of online learning) is higher than the average value of the control classes received no treatment, therefore it can be concluded that online learning has a positive effect. students' creativity when writing descriptive text about local tourism (Daulay et al., 2021)

ESP, a way of designing English courses, begins by asking, "Why do these learners need to learn English?" However, this question applies to all courses, not just ESP or General English. Every course exists because someone thought there was a need for it. Imagine why English is taught in schools – someone recognized it was necessary. So, what makes ESP different from General English? The difference is in understanding. While all courses have a purpose, ESP courses stand out because everyone involved – students, sponsors, and teachers – knows precisely why learning English is essential. This awareness affects what is taught and what can be achieved.

People might think ESP courses are unique because they focus on specific subjects like Science or Commerce, but knowing why English is needed is the real difference. Still, it is crucial for any course, including General English, to consider why students need to learn. ESP methods can also improve General English by emphasizing the importance of understanding the learners' needs, leading to better ways of teaching.

LITERATURE REVIEW

What are Target Needs?

Target needs in the context of English for Specific Purposes (ESP) and highlight the importance of distinguishing between necessities, lacks, and wants concerning learners' needs. It also emphasizes the subjectivity of these needs and how they can vary depending on the perspective of different stakeholders, including learners, course designers, sponsors, and teachers. Target needs to comprehensively understand what learners must know and be able to do in specific situations. These needs are not solely determined by the objective analysis of the situation but also consider the learners' subjective perceptions of their own needs and priorities. This subjectivity can lead to conflicts between different stakeholders, and ESP course designers and teachers need to consider and accommodate these differences to ensure learner motivation and success. A learner-centered approach that aligns with the learners' wishes and views is crucial for effective ESP instruction (Robinett et al., 1988)

Gathering Information about Target Need

Several methods can be employed to gather crucial and pertinent information regarding the demands of the learners. The processes chosen to have a significant impact on

the data collected (Richards, 2002). In addition, he claims that a triangle approach—which involves gathering data from two or more sources—is advised because any one source of information is probably incomplete or partial. (Hutchinson, 1987) put forth a similar notion, stating that employing more than one of these techniques is preferable given the complexity of needs. The decision will be based on the time and resources available.

Information regarding needs can be gathered in a variety of ways. The most often employed methods, according to (Hutchinson, 1987), include questionnaires, interviews, observation, data collection (such as gathering texts), and informal consultation with sponsors, learners, and others. Additionally, according to (Richards, 2002), there are various ways to gather data for a requirements analysis, including self-assessments, meetings, the collection of learner language samples, task analyses, and case studies. Additionally, Richards provides the following details regarding the procedures:

One of the most often used instruments is the questionnaire. Additionally, they can be used to elicit data on various topics, including language use, communication concerns, preferred learning styles, preferred classroom activities, attitudes, and beliefs. A questionnaire may ask about language use in specific contexts, one's present skill level, prior experiences, opinions on teaching and scale earning resources, methods, and language. An interview is frequently beneficial when constructing a questionnaire in its early stages. A meeting makes it possible to get much information promptly.

Another method of determining the requirements of the students is observation. It is essential to keep in mind that people frequently perform poorly while they are being watched. Observation is also a specialist skill, it typically takes specific training to learn how to watch, what to look for, and how to apply the information gathered.

With a case study, a selected student or group of them is followed through similar professional or educational experience to decide the characteristics of that condition. Although it is commonly not possible to generalize from a case study, it is a vibrant source of information that can increase information acquired from other sources. The simple framework below describes the information a course designer should gather from a target needs analysis. A target situation analysis questions framework: Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?

It is clear that the interpretation of the need may vary depending on the perspective of each respondent. ESP, like any educational matter, concerns people, and therefore, it is subject to all the changes and weaknesses in human behavior: For example, when analyzing student needs, ask teachers and students about their English needs is normal to ask both teachers and students about their English needs.

Learning Needs

So far, we have only considered needs in the context of the needs of the target situation. We investigated the question: What knowledge and skills do students need that one may be supported to achieve the necessary level of competency in the target situation?



Applying journey from analogy of the ESP course, thus far we considered the destination (need) and lacks or starting point. Despite there may be some disagreement about the nature of this destination (wants). What we still need to consider is the path. How do I earn from starting point to the destination? It refers to a different category of need: the need to learn. To fathom what learning needs mean, let us take a closer look at what happens in the analysis of target situation needs (Robinett et al., 1988).

In viewing ESP course, the designer asks himself the following question: What does the expert communicator want to comprehend to function effectively in this situation? This information can be captured through linguistic elements, skills, strategies, expertise, and other. According to Smith What analysis cannot do, however, is show how communication professionals learn the linguistic elements, skills, and strategies they use. Observation what someone does says small or nothing they learned. However, the process of ESP is not about knowledge and action but about learning. It is naive to create a travel plan based solely on destinations, just as it is ignorant to believe that trip can be prepared entirely based on origin and destination. Needs, potential, and limitations of the path (e.g., In order to carry out a meaningful student in need analysis, the educational situation (e.g., the educational situation) must be taken into account.

From the texts, it can see the means of an example. When we prepare materials for some students in a group who necessary read texts about systems. The most texts are lengthy and boring. Should the texts have used in ESP? Maybe we will say no. Students: The target situation motivation cannot automatically be transferred to ESP courses. According to Hutchinson and Waters, the students may read boring texts at teir study but are possibly very motivated. Students will still obtain or study from boring ESP texts. It may be more proper to see more exciting or entertaining texts to form the motivation to learn English. The imaginative example of a focus on the learning situation is James B. Herbolich's box kite project. Herbolich describes a project in which Kuwait University engineering students had to build a box kite and write instructions. Herbolich explains five reasons why he chose theme about the box kite:

"The mechanism should be (1) relatively new to the students; (2) related to a field of Engineering; (3) a device which allowed the attainment of new lexis; (4) a device which actually would operate; and (5) enjoyable to construct and test." It is compelling to examine what extent the action reflects the needs of the target situation and to what extent it reflects the learning situation needs. In the target situation, the students would write textbooks, which describe the election of this specific means of expression. Learners studied engineering, thus reason (2) above. However, this is limit of the impact target situation. For all reasons mentioned arise from requirements of situation in learning: the need for a task that is enjoyable, satisfying, attainable, productive, etc.

The target condition in its generic orientation, but it is special content addresses educational needs. Herbolich's Project reminds us again about ESP students are people. You may know about machines, but they are not word-processing machines, which suggests too many approaches to ESP. In target situation, for example, learner have to read more, boring, or complicated texts, but they have high motivation because: learners generally like this

topic, exams are just around the corner, employment/promotion prospects may be at stake, can carry out exciting attempt or possible work from the texts, can fancy and respect the teacher or subject leader, you may be very well at your subject but bad in English.

For assorted reasons, students may be good motivated in a subject or at work but completely discouraged when faced with the same material in an ESP lesson. In other words, the target situation is not a dependable index of what is necessary or proper in learning ESP. By analyzing the situation target, the target can be determined. It also operates as a compass on the journey and provide common direction. However, the route should be chosen based on the available means and instructions (i.e., conditions of the learning situation), the existing routes in the student's mind (i.e., skills, knowledge, and strategies) and student's travel motivation.

Analysis Learning Need

To analyze learning needs, we can use a similar checklist to that used for target situation analysis A framework for analyzing learning needs. Learning needs analysis can be carried out through the following framework

1. Students' Motives, Are the courses mandatory or optional? Are student needs clear or not? Is status, money, or promotion involved? What goals do students want to achieve?
2. Students' Attitudes towards the ESP Course: - What is their attitude towards learning English - Is their motivation to improve English or not?
3. Participant Learning Style Participants' learning background? - Their concept of teaching and learning? - Which methodology interests them? - Learning techniques that may influence their motivation or engagement?
4. Available Resources: - Number and competency of teachers. - Teacher's attitude towards ESP. - Teaching materials, tools, and opportunities outside the classroom.
5. Learner Profile: - Age, gender, nationality. - Existing knowledge of English. - Their social and cultural interests.
6. ESP Course Environmental Conditions: - Characteristics of the environment where the course takes place. - Does the environment support learning or not?
7. ESP Course Timings: - Implementation time, frequency and duration. - According to needs or pre-needs.

At this time, we focused on a crucial aspect of designing English for Specific Purposes (ESP) courses: needs analysis. We emphasized that this process is complex, involving more than just understanding what learners will do in real-life situations. It is not just about language use but also about how language is learned. Therefore, it is vital to consider both the needs of the target situation and the learners themselves. By understanding how people use language and how they learn to do so, we can develop a needs analysis that genuinely centers on learning.

METHOD

The research methods correspond to the next steps in a scientific study. These steps are important to ensure that research is conducted in a scholarly manner. In carrying out this study, the research method adopted is divided into three parts, which are data sources, data collection methods and techniques, and data analysis methods and techniques. Each section is detailed below. The main data sources in this study are information obtained from



questionnaire distributed to respondents, namely student representatives of the semester V, English Department, UIN SATU. The questionnaires must be answered by respondents. In addition to questionnaires, interviews will also be conducted to respondents to dig more information. The results of data analysis in this study are presented using quantitative descriptive and qualitative descriptive methods.

Descriptive quantitative is done through the calculation of information obtained through questionnaires to be held for making it easy to do a description of the different information provided by the informant. The last step is to provide recommendations, namely English language material that needs to be taught in creative lesson. In other word Quantitative descriptive is used to analyze the data result, which means that the researcher will calculate and measure the result of questionnaires to summarize central tendencies and variability within the dataset. The mean represents the average value, while the median shows the middle value when data is ordered. The standard deviation indicates how much individual data points deviate from the mean. Finally, the researcher will present the English Education Department students' need to improve their skills in creative writing course points deviate from the mean. And finally, the researcher will present the English Education Department student's need to improve their skills in creative writing course.

RESULTS AND DISCUSSION

The first problem in this study was to identify the difficulties encountered by students in mastering the Creative Writing skills related to the English Department at UIN Sayyid Ali Rahmatullah. The questionnaire was administered to students in the English department, aiming to discern the specific aspects of Creative Writing that pose challenges. Respondents were prompted to indicate the most challenging skills within Creative Writing, recognizing the significance of these foundational abilities for future success in their academic pursuits. The results, once analyzed, would provide valuable insights into the areas that demand particular attention and support within the Creative Writing curriculum.

Table 1. The most difficult competences faced by students in mastering creative writing.

Competence	Number of Respondents
Writing Short Story	4
Writing Poem	7
Writing Novel	29

From Table 1, students emphasize that crafting a novel is considered the most challenging aspect in the realm of Creative Writing, with a score of (29). This difficulty is attributed to the intricate nature of storytelling, demanding intricate plot development, character arcs, and sustained engagement. Following closely, writing a poem poses a considerable challenge, garnering a score of (7). The condensed yet expressive form of poetic expression is cited as a contributing factor to this complexity. The task of composing

a short story is perceived as comparatively less difficult, securing a score of (4). Students note that, while it involves storytelling, the brevity of a short story allows for more focused exploration and is thus perceived as more manageable. This insight is corroborated by the responses gathered from the questionnaire, where students consistently attribute the complexity to various factors, such as the intricacies of storytelling, the condensed yet expressive nature of poetic expression, and the extensive demands associated with novel writing.

The Difficult Competence Faced by Students in Mastering Creative Writing

Table 2. The difficult competence faced by students in mastering creative writing

Competence	Number of Respondents
Writing Short Story	6
Writing Poem	23
Writing Novel	11

From Table 2 above, it can be seen that the difficult competencies faced by students in mastering Creative Writing competence are Writing poem (23), Writing Novel (11), and Writing Short Story (6). Since writing novels was elected to be the most difficult, the data results show that the number of respondents who choose to write a short story is smaller. It can be said that students have average difficulties in writing poems. When students write a poem, they must consider the great combination of ideas with rhymes, idioms, figurative words, keywords, and associative sentences. Those limitations result in completely writing poems for a long time, thinking out of the box, and even being anxious to start writing because they do not know what they want.

The Basic Competence Faced by Students in Mastering Creative Writing

The second question to answer the next problem in this research is the basic competence faced by learners in mastering creative writing. This question has a purpose to knowing students' desire to improve their basic competence in mastery of creative writing skills. Respondents are asked to choose the answer from the list of basic competence faced necessary provided in the multiple choices.

Table 3. The basic competence faced by students in mastering creative writing.

Competence	Number of Respondents
Writing Short Story	30
Writing Poem	7
Writing Novel	3



In accordance with Table 3 above, all of the basic competencies in creative writing are considered necessary to be mastered by students: Writing poem (23), Writing Novel (11), and Writing Short Story (6). However, the basic skills should be taught in writing short stories because they think that short stories are fundamental to master. Most data indicate that students often find short stories and read short stories and think it is easy to make short stories. It was easy because a short story usually deals with only a few characters and the plot is a shorter and more complex novel that needs many sequences. Students can express their ideas in a story as creatively as they can, which can be a form of fiction or non-fiction story. A short story usually aims to show the reader the moral lesson in a concise and impactful manner. They hope the output of English subjects in their program is that they want to be able to make short stories.

Current English Material that is Considered Necessary in Creative Writing Course by Students

In creative writing class, students learn to write stories and figure out the essential parts that make stories attractive. They are exploring the English skills they think are essential for writing well. By listening to students' thoughts, we can learn what they believe is crucial for their writing. It helps us understand what they like to learn and what helps them become excellent storytellers. This study examines what students think about the English skills they need to be good at creative writing. Respondents were asked to provide necessary and unnecessary answers to the list of currently taught material provided in the table.

Table 4. Current English material that is considered necessary in creative writing course by students.

Materials	Number of Respondents
Spelling	1
Capitalization	3
Punctuation	1
Vocabulary	15
Grammar	20

The information in the table 4 tells us what students think is essential for writing creatively. One person said that spelling is crucial because it forms the basis of clear writing. Three people mentioned capitalization understanding when to use capital letters, as a way to make writing organized. Punctuation, like commas and periods, was also considered necessary by one student for making sentences flow well. A big group of 15 students agreed that having many words in your vocabulary is essential. Knowing many words helps writers describe things vividly and express emotions in their stories. Lastly, 20 students pointed out that understanding grammar is vital. Grammar rules help writers structure sentences

correctly, making their writing clear and polished. This data shows that for creative writing, having good spelling, understanding capitalization, using punctuation well, having a rich vocabulary, and knowing grammar rules are all fundamental skills.

The Material that is Considered Necessary to be Taught to Students, especially those Related in Creative Writing

Creative writers conduct research, adapt the material, communicate with agents, and submit work to publishers and literary journals in numerous genres and styles, such as horror, romance, and literary fiction. The steps to becoming a successful creative writer include several years of practice in writing, editing, and publishing stories while taking courses and pursuing a writing degree. Creative writers possess additional technical skills like close reading, note-taking, and research to incorporate real-world details while imagining exciting new stories.

Table 5. The material that is considered necessary to be taught to students, especially those related in creative writing

Materials	Number of Respondents
Understanding philosopher's thought	6
How to improve creativity	14
Literary analysis	2
Editing and revising	4
Writing techniques	7
Genre Exploration	0
Finding inspiration	6
Craft elements	1

From the table 5 above, some materials need to be added to this English subject, with 40 respondents. From the first material, six people agree about understanding philosophy because philosophy studies how we understand our existence and how we come to know what is real, good, and trustworthy. Philosophical study develops writing, reading, reasoning, re-thinking, adapting, learning, organizing, and dialogue skills. For the second respondent, most people chose material about how to improve creativity. Why is it? Because having good creative writing skills can be one of the most important things students need these days. To enhance students' creative writing competency, educators can start by explaining creative writing in general and focusing on the factors that can support the course's development. Creative thinking is identifying a challenge and developing solutions to problems. Creative thinking skills help students review problems from different angles



and develop a plan to solve the issue. The third is literary analysis; just two people choose this material. Literary analysis looks critically at fiction to understand how the parts affect the whole. Students must consider the context, setting, characters, plot, literary devices, and themes when analyzing a novel or short story. The fourth material, with four respondents, is editing and revising. It is to identify missing elements like commas, full stops, and capital letters at the beginning of sentences in their stories. The lecturer can also provide a checklist to help students include essential elements like punctuation during their writing activities. In the fifth material on writing techniques, seven respondents said that creative writing techniques are fundamental for English Department students who want to improve their writing skills. These techniques include using analogies, inciting incidents, arguments, conclusions, closures, and endings effectively. Next is genre exploration by 0 respondents, creating writing pieces that model masters of various genres and establishing their personal writing style. The following material is finding inspiration with six responses. It is a state of mind where ideas and possibilities seem to flow easily, and you are unafraid of trying something new. The last material is craft elements with one response. Craft is a purposeful vocabulary, sentence formation, voice, and tone choice. Finally, this data shows that improving creativity is more important than the material presented. However, other materials also need to be considered because they are also needed to develop creative writing skills.

CONCLUSION

From the analysis that has been done, it can be concluded that the order based on the difficulties in achieving competence in creative writing course are: in the position most difficult occupied by competency in writing a novel because of its complexity, then in the average position is competency in writing poem because of the arts of the words, and the basic is competency in writing short stories because it is easier based on the data results, no materials are unnecessary to teach. The material specifically related to creative writing that students need to be added to the syllabus from the most till the below, including the following order: how to improve creativity, writing techniques, understanding philosopher's thought, finding inspiration, editing and revising, literary analysis, craft elements, and genre exploration.

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