

REPORT TEXTS ON CLIMATE CHANGE: ELABORATION OF STUDENTS' NEEDS ANALYSIS

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Abstract: The international community recognizes the importance of education and training to address climate change. The UN Framework Convention on Climate Change, the Paris Agreement, and the associated Action for Climate Empowerment (ACE) agenda call on governments to educate, empower and engage all stakeholders and major groups on policies and actions relating to climate change. UNESCO has been working to make education a more central and visible part of the international response to climate change. Education is crucial to promote climate action. It helps people understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values, and attitudes needed to act as change agents. This issue makes education needed to promote climate change to the global nation. One of the ways to announce it is to include reading materials about climate change through report texts. By learning this text, students will have knowledge and awareness in nurturing the world, especially their environments. This study aimed to elaborate the students' needs in English report texts on climate change in terms of Want/Target Situation Analysis, Present Situation Analysis, Necessities/Need Analysis, and Knowledge Analysis.

Key words: *report texts; climate change; needs analysis; students' needs*

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INTRODUCTION

In communicating with each other, we use language which consists of texts. Learning a language facilitates students' to study a text. According to Isnaini (2014), the text is a language body delivered by oral or written. Moreover, it is a group of sentences that is informative to convey the information to the readers. The text will be meaningful when it has a contextual and understandable function for other people (Wijokongko, 2012). Additionally, the simple function of the text is to explain the theme of the text. The text has many types, such as descriptive text, report text, narrative text, etc.

Report text explains the detail of an object based on the observation. Report text usually contains facts, descriptions, and information on its part, behavior, and qualities. It can be said that report text tells based on people's research (Tristy, 2010). For instance, when we talk about a whole class of things, like bikes. The primary focus of this text is on "thing" (or more accurately, a class of things) rather than a sequence. The topic of the report is usually introduced by an opening

general statement or general classification and followed by a series of descriptive paragraphs about the topic (Azizah, 2019). A report text includes the material to learn at school.

Kumbara, Inderawati, and Eryansyah (2021) told that to evade students' boredom while reading texts, appropriate materials are required. The materials are an integral part of teachers' daily work and are intimately connected to the enactment of instruction. In addition, they are well situated to offer ongoing support for pedagogy and subject-matter content throughout an entire school year (Blumenfeld et al., 1994; Guskey, 1988; Remillard, 2000; Collopy, 2003). According to Jewell et al (2021), in language classes, students could research and discuss the impact climate change has on the countries they are studying. In English and writing classes, students can write essays, fiction, and poetry and read works about climate change.

Deputy Minister of Education and Culture of the Republic of Indonesia for Education (2014) elaborated about the concept and implementation of the 2013 curriculum, a lesson plan is very dominant and strict based on the logical order of the learning material, teachers at school give the materials to students based on the syllabus that has determined by 2013 curriculum. Based on the Ministry of Cultural Education, Research and Technology (2020), the report text has existed in the lesson plan of Senior High School. In the core competency of the lesson plan, teachers need to construct the report text to notice the content and language aspects, both spoken or written critically, collaboratively, and communicatively during the learning process. According to the 2013 curriculum, report text is one of the texts that need to be learned by Senior High School students. This shown report text is a crucial part of materials that students need to know.

Since COVID-19 spreads widely in Indonesia, many English teachers at school give students a task to report it. The English teacher has also given the task that is report text to know more about this phenomenon to my students at school to get more information, especially to High School students. The phenomenon of COVID-19 has some factors, one of the factors is climate change. United Nations Framework Convention on Climate Change (2007) elaborated that climate change changes in rainfall patterns are likely to lead to severe water shortages and flooding. The melting of glaciers can cause flooding and soil erosion. Rising temperatures will cause shifts in crop growing seasons, affecting food security and changes in the distribution of disease vectors, putting more people at risk from diseases such as malaria and dengue fever. Temperature increases will potentially severely increase extinction rates for many habitats and species (up to 30 percent with a 2° C rise in temperature).

The fact of climate change becoming the factor of COVID-19 is said by several scientists from the Indonesian Agency for Meteorological, Climatological, and Geophysics that studied climate factors in the case of Covid-19 in Indonesia. This team includes researchers from the Indonesian Agency for Meteorological, Climatological and Geophysics Climate Change Information Center, Development Center, the Maritime Meteorology Center, and the Meteorology, Climatology and Geophysics College.

Supari and his team of the Indonesian Agency for Meteorological, Climatological, and Geophysics expressed this news in *Kompas* (2020) that there is a relationship between COVID-19 and climate change by measuring them using correlation test and regression analysis to some cities in Indonesia. He said that this analysis is in line with the findings of Chinese and German scientists. In

his book, *Uninhabitable Earth*, David Wallace-Well has reported by Merdeka (2021), global warming as a climate change issue plays a role in the problem of the outbreak, not only Covid-19. The Indonesia Climate Change Trust Fund also said that climate change (including global warming) did not cause the Covid-19 outbreak but could help spread it.

This issue makes civic engagement or participation in climate change important. Forms of engagement range from tactics are involving citizens working directly to change their behaviors, along with those involving indirect efforts to bring about change through the political and economic systems (Fisher and Nasrin, 2020). Every human has the responsibility to participate in nurturing the world. According to Asimakopoulou et al. (2021), climate change education (CCE) fosters students' skills and behavioral patterns regarding climate-related challenges and risks. Despite its importance, the integration of CCE in schools is challenging due to the interdisciplinary nature of climate science and the obstacles and demands of everyday school reality.

UNESCO (2021) tells about the international community recognizes the importance of education and training to address climate change. The UN Framework Convention on Climate Change, the Paris Agreement, and the associated Action for Climate Empowerment (ACE) agenda call on governments to educate, empower, and engage all stakeholders and major groups on policies and actions relating to climate change. Moreover, UNESCO has made education a more central and visible part of the international response to climate change. Education is crucial to promote climate action. It helps people understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values, and attitudes needed to act as change agents. This issue makes education needed to promote climate change to the global nation.

The phenomenon makes the students should understand by learning climate change in their reading material which is report text. The directorate general of climate change control at the Ministry of Environment and Forestry, Ruandha Agung Sugardiman, retrieved from Antaranews (2021), explained that based on a joint agreement with the Ministry of Education and Culture, climate change would be included in science and social studies subjects. The ASEAN (2020) said that the COVID-19 pandemic had exacted a devastating toll on lives and economies worldwide. It is easy to forget that another crisis, climate change, still looms before us. Experts remind us that global warming will have even more disastrous effects in the long term if urgent action is not taken now. Climate change is a threat we can no longer ignore. The time to act is now. Organization for Economic Co-operation and Development (OECD) (2020) states that the world is warming more quickly than anyone expected. Many scientists project the planet will be at least 1.5 degrees Celsius warmer by around 2050, or even earlier, relative to pre-industrial levels. Climate action can change our lives for the better by the green recovery in the age of COVID-19. By this issue, the first thing to do is introduce the students to how vital learning a climate change is by writing it in report text to meet the students' needs.

Knowing this issue, the first thing to do is conduct a need analysis to meet the students' needs. (Azizah, et al., 2020). Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters,

1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp-Lyons, 2001; Finney, 2002; Songhori, 2008; Septiana, et al.). According to Hariyadi and Yanti (2019), needs analysis (also called needs assessment) refers to activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of particular groups of students.

In this case, learning needs or needs analysis is to determine the information of the learning situation, taking into account the various types of learners and their levels of cultural awareness and English skills, and the materials available, current resources, and any other information that provide the learners in obtaining insight to the learners (Ulfah, Petrus, and Mirizon, 2021). Need analysis has three models which recognize by some scholars; (1) Target Situation Analysis; (2) Present Situation Analysis; (3) Strategy Analysis. Target Situation Analysis (TSA) focused on students' needs at the end of the language course. Present Situation Analysis (PSA) showed the gap between the present and the target. PSA explores the students' language proficiency when the language course begins and their strengths and weaknesses. Strategy analysis concentrates on the students' options on learning investigation, error revision, group sizes, homework's amount, and so on (Brown, 2009; Diana, Mansur, 2018).

The purpose of conducting needs analysis is to identify a learner's needs evidently and design an appropriate lesson plan accordingly (Fayzulloeva, Ametova, and Mustafayeva, 2020). The expertise or skills needed, the students' challenges or the teaching strategies to be applied are required in doing need analysis (Inderawati et. al, 2021). In terms of designing or developing syllabus or materials, some research conducted about need analysis on report text such as Setyowati (2016), Rahmati (2019), Harris, Ansyar and Radjab (2014), Dinamika and Hanafiah (2019), Demastuti (2016), Cholipah (2014), Syams (2016), Suryani (2020), Rodhiyah (2019), Liasari (2017), Ginting, Rahmawati and Purwanto (2019), Ampa and Quraissy (2018), and Swandi (2019), and Kumbara, Inderawati, & Eryansyah, (2021).

Those studies showed the grammatical error and necessary function of the need analysis in organizing the commands, designing textbooks, or developing teaching materials. According to Azizah, et al. (2020), need analysis can identify the problem faced by the students, the knowledge or skills required, or the teaching method that should be used. Moreover, the result of the need analysis could be the priority thing to meet the needs of the students.

This study reveals students' needs in reports text on climate change. Since it becomes a particular case in this century, it will be the first stage before development. This study had similarities and differences to the previous studies. The similarities were the students' need analysis investigations. The differences were students' grades, the schools, the English skills-focused, and the need analysis field. The specific difference was on climate change.

Unfortunately, UNESCO (2018) tells about climate change that focuses on sustainable development. In other sources, there were no recent researches entitled need analysis of report text on climate change. Moreover, in the eleventh grade, English textbook by the Minister of Education and Culture (2017), the material about climate change has existed, but it talked about analytic exposition text. This current study intends to reveal that the previous research has never

investigated students' need to report text on climate change, so that this recent study will analyze it.

Therefore, the students' needs analysis includes Target Situation Analysis, Present Situation Analysis, and Strategy Analysis. Those kinds analysis become guidance to the writer to do needs analysis. The objective of this theoretical study was to elaborate students' needs in terms of Want/Target Situation Analysis, Present Situation Analysis, Necessities/Need Analysis, and Knowledge Analysis.

NECESSITIES/NEEDS ANALYSIS

Needs refer to the gap between the current performance and the desired results and cover the things such as purposes, background and learners ability, language proficiency levels, or required ways of teaching and learning process (Hyland, 2019; Cakir & Kurt, 2020). Needs assessment/analysis is defined as identifying learners' needs that include what they know, what they do not know, or what they want to know (Brown, 2016; Nation and Macalister, 2010; Cakir & Kurt, 2020).

The main goal of needs analysis is the user's satisfaction. Needs analysis is an essential means of researching before designing and evaluating lessons/materials/syllabus and it assists draw a profile of students/courses to determine and prioritize the needs for which students assign English (Richards et al. 1992; Betti, 2021). The information obtained from questionnaires and interviews about report text on climate change to the students, English teachers, and stakeholders to determine what they need in learning English materials.

PRESENT SITUATION ANALYSIS

Present Situation Analysis concerns the strength and weaknesses of the learners. It aims to assess learners' lack by noticing their current use of language (Abdallah, 2020). In addition, It includes "lacks", "wants" of learners (Elhamovna, 2021). It provided information about learners' ability, knowledge at the beginning, and detailed understanding at the end of the lesson (Flowerdew, 2013; Elhamovna, 2021). In this analysis, the English teachers, stakeholders, and the students are asked about their needs currently in learning English.

WANT/ TARGET SITUATION ANALYSIS

Target Situation Analysis emphasizes particular situations based on the nature and effect of target language communications (Berwick, 1989; Zahednejad, Amini, and Kuhi, 2021). Target Situation analysis assists in assigning the content of the English course materials, such as types of genres students need to learn, in academic or professional goals (Sine, Bekuliu, and Loak, 2021). Target Situation Analysis can be seen in the following questions; why is the language needed? How will language be used? What will the content area be? Where will the language be used? When will the language be used (Haselin, 2008). In this case, English teachers, stakeholders, and students are asked questions about climate change topics in English materials.

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In the knowledge analysis, the knowledge of climate change would be asked to English teachers, stakeholders, and students. To what extent they understand this issue and civic involvement. This part is essential to be asked to know their awareness of climate change.

CONCLUSION

Doing needs analysis before developing a material assists in determining the learners' needs on climate change topics especially report texts English material. Necessities/Need Analysis, Present Situation Analysis, Target Situation Analysis, and Knowledge Analysis are suitable for analyzing learners' needs about report texts on climate change.

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