Target and Learning Need Analysis of Creative Writing Course: What Students Need?

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Keywords	Abstract
	Writing skills are one of the skills that must be mastered by every student in higher education, especially in a Creative Writing course. This research aims to discover the targets and learning needs of the students when taking a Creative Writing course in movie script writing. To obtain the necessary data, this research used a questionnaire and interview. The type of research used is descriptive qualitative. The participants in this research were students in the fifth semester of the Creative Writing course. The findings in this research indicate that students need a clear understanding and guidance regarding the steps for writing a movie script in the Creative Writing course. It can be concluded that an analysis of the target and learning needs is needed as a pivotal point since it makes students better at writing movie scripts in the Creative Writing course.
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INTRODUCTION

Creative writing courses are very influential in increasing student creativity in making a writing product. Writing products in the Creative Writing course can be used for works like script writing in moviemaking. This is in line with the opinion of Karwandi et al. (2022), who explained that Creative Writing allows students to write more creative and innovative text manuscripts. In the Creative Writing course, students will be faced with lots of creative work in terms of writing. For example, students will learn about writing a poem, story, or creative nonfiction piece (Morley, 2007). In this case, students must do oral art in written form Morley (2007), including writing movie scripts, which also require creativity. A script is a written document that contains dialogue and how one performs scenes in a movie production, drama, and other performances. According to Millard (2010), the script is a blueprint for making an upcoming movie. In other words, the script can be interpreted as a plan to be realized in moviemaking. In addition, the opinion of Muslimin (2018) states that the script is a scenario in movie making described in the sequence of

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scenes, dialogues, conditions, and places arranged in a dramatic structure and serves as a guideline for movie making. From this understanding, it can be concluded that scripts in moviemaking are essential, so there are structured guidelines in the shooting process or video in the movie. The script's function is the foundation of the movie production process, where story ideas are transformed into visual scenes, dialogue, and other elements that form the story told in the movie (Merawati et al., 2023). Based on the script's function, the script writer's role significantly impacts making movies or videos. According to Rivai (2004), a role is a behaviour regulated and expected by someone in a particular position. In addition, there is also the definition of roles. According to Ogburn and Nimkoff (1964), roles are actual social behaviour patterns, and privileges and duties are studied from certain aspects of goals. From these two understandings, it can be concluded that the role is the behaviour that a person expects in a position by covering specific duties. Therefore, the role of the movie script writer is vital in the movie-making process so that the movie-making process can run according to the timeline and be structured systematically.

In this study, the researcher analyzed the target and learning needs for guidelines in writing movie scripts. Students in a Creative Writing course need to support their effectiveness and insight in making movie scripts. Hutchinson and Waters (1987, p. 59) State that the target situation analysis is a matter of asking questions about the target situation and the students' attitudes toward certain situations during the learning process. The target need analysis emphasizes the importance of an approach to learning that understands the viewpoints and attitudes of the various parties involved. Target needs are divided into three categories: needs, lacks, and wants. Needs are considered "what students need to know to function effectively in the target situation.' Lacks are gaps between students' knowledge and needs. Wants are described as "what students think they need" (Nation, 2000, p. 2). On the other hand, learning must emphasize what 'students need to do to learn' or how they want to learn. (West, 1994). This means that learning needs are a need or what students will get when studying. Hutchinson and Waters (1987b) asked several questions regarding learning needs, such as: 'Who is the learner?'; 'How do students learn?'; 'Why are students taking this course?' and others. Therefore, special attention must be given to the importance of writing guidelines. Based on reality, it proves that the Creative Writing course does not yet have guidelines for making movie scripts. This can create gaps and challenges for students when making movie scripts.

Writing instruction that meets the needs of students will open up insights into the world of the Creative Writing course. Writing is described as "directed goals and independent cognitive activities requiring management skills: the writing environment, the constraints caused by the researcher's intent writing topic, and the processes, knowledge, and skills involved in writing" (Graham et al., 2013). Zemach and Rumisek (2010) state that writing has a few primary steps, including prewriting, drafting, reviewing, and revising. Tompkins (2004) also has other ideas about the writing process, according to which there are five stages of the writing process, including prewriting, drafting, revising, editing, and publishing. Apart from that, another opinion, according to McLean and Griffiths (2022), emphasizes the various stages of

writing that students need to complete to produce a good composition in writing. This usually includes prewriting, composing/drafting, revising, editing, and publishing. From the various statements that have been explained, it can be concluded that when writing an article, there are many steps that the researcher needs to pay attention to to create good writing. These steps are pre-writing, composing, revising, editing, and the last step is publishing. From this explanation, the stages in the writing process can be explained as follows: Pre-writing is the first stage; in this stage, the writer plans what will be written and involves detailed notes; the writer makes specific about what they are going to write about then plans what they will write (Zemach & Rumisek, 2005). The next stage is composing; at this point, the first draft should not be created by the final draft (Pharr & Buscemi, 2005). There are several writing guidelines for making a movie script. Based on Field (2005), there are eleven guidelines for writing a movie script. First, the scene title states a general or specific location. Second, single-spaced actions depict what is in the scene. Third, there are instructions on changing the focus of the camera. Fourth, it focuses on describing moving characters written in capital letters. Fifth, new characters are introduced constantly using capital letters. Sixth, the speaker character always uses capital letters and is placed in the middle of the page. Seventh, scene clues for actors are written in parentheses below the speaking character's name and spaced. Eighth, the dialogue is placed in the middle of the page. Ninth, the stage direction also covers what the characters do in the scene. Tenth, sound effects or music effects use capital letters. Moreover, the last one to show the end of the scene, write "CUT TO:" or "DISSOLVE TO" (the image fades out as the other images fade in) or "FADE OUT," used to show a colour fading to black. It can be seen that there are many guidelines for writing movie scripts. Therefore, students in a Creative Writing course must have guidelines so that their writing is structured and systematic. The next stage is revising, changing a confusing draft with correct grammatical structure and content. Next is the editing stage, a way to revise and perfect the first draft. The final stage is publishing, and the final stage is when the writing is ready to be read by readers. From the explanation above, it can be concluded that making a movie script is not a short process; writing is not a one-step action but a continuous creative act (Oshima & Hogue, 2007). Scriptwriters go through many stages to structure the final writing well.

Thus, this study examined the analysis target and learning needs in a Creative Writing course that focuses on guidelines for making movie scripts. Need analysis plays an essential role before making teaching materials. According to Brown (1995), needs must be formulated as goals and objectives that are the basis for developing materials, teaching and learning activities, test forms, and student evaluation strategies. This proves that need analysis will help obtain objective teaching specifications. This theory will become the target and learning needs of the Creative Writing course developed by Hutchinson and Waters. Target needs are what students need to do in a target situation, while learning needs are what students need to do to learn (Hutchinson & Waters, 1987b). Based on the explanation above, the problem formulation in this study is as follows: What target needs are needed in designing instruction for making movie script writing in a Creative Writing

course? What learning needs are needed in designing instruction in making movie script writing in a Creative Writing course?

Several previous studies discuss the need for analysis in writing guidelines. Research conducted by Asri et al. (2022) Concluded that the findings in Asri's research results show that students are expected to learn by practising more in the Creative Writing course. That study concludes that designing a learning model that facilitates students' learning in a Creative Writing course is necessary. The Creative Writing learning model is hoped to equip students with the grammar and writing process. In addition, research conducted by Ma'rufah et al. (2021) Concluded that results in that study show that in the target situation analysis, writing skills are the secondary need of the students, and grammar is the highest priority needed by the students to improve. The students were interested in learning writing using discussion in the learning needs analysis. The result of this study is expected to provide significant benefits for the institution. This proves that the need analysis will help teachers and students get the maximum learning experience because the targets are objectively aware of their needs.

This analysis can help design textbooks with more relevant and practical guidelines for writing movie scripts to meet the needs of students in the Creative Writing course. Therefore, it is hoped that this study can provide an overview of the analysis of writing instruction needs in the Creative Writing course.

METHOD

In this study, the researcher used a qualitative descriptive method. According to Creswell (2014), qualitative research investigates interpretations based on different methodological investigations that explore human and social problems. The respondents in this study were Creative Writing students in the fifth semester, with a total sample of 46 students. Researchers believe using qualitative research can lead researchers to understand students' analytical needs in the Creative Writing course. Questionnaires and interviews were used to collect data for this study to obtain validated data and prevent misinterpretation. Questionnaire data collection techniques with multiple choice questions using Google Forms are directed to analyze student needs. Subjects are directed to answer multiple-choice questions relating to needs analysis. Next, the researcher conducted interviews with open-ended questions on the subject related to students' targets and learning needs. In this interview, the researcher wants to know the specific information that can be known.

RESULT

In this study's findings and discussion section, the researcher describes the targets and learning needs of the Creative Writing course. Based on Hutchinson and Waters (1987) About the target needs (necessities, lacks, and wants) and learning needs of students in the fifth-semester Creative Writing course, the description was divided into a questionnaire and interview.

Target Needs

Necessities

Table 1. Table Question 1

Question	Choice (Percentage)		
	Very important	Important	Not important
In your opinion, how important are the guidelines for writing movie scripts in the Creative Writing course?	71.7%	28.3%	0%

Table 2. Table Question 2

Question	Choice (Percentage)	
	Yes	No
Do the guidelines for writing a movie script in the Creative Writing course affect the results of your writing?	100%	0%

Furthermore, from the interview findings, it can be concluded that having guidelines for writing movie scripts will help ensure the script is well structured and organized. The following table summarises interviews with the students:

Table 3. Student's view of Necessities Creative Writing course

SS1 and SS4	"Having guidelines for writing movie scripts in a Creative Writing course is crucial. Guidelines provide a structured framework that helps students understand the essential elements of scriptwriting, such as formatting, narrative structure, character development, and dialogue."

From the results of question 1, it can be concluded that students stated the guidelines in writing movie scripts are as crucial as 71.7%, and students chose important 28.3% and not necessary, amounting to 0%. From these results, it can be concluded that a guideline for making movie scripts is fundamental and helps students in creative writing courses. As with the questionnaire in Table 2, 100% of students stated that the guidelines in writing movie scripts are essential to equip them in writing movie scripts, and 0 % of students stated that they are not necessary. Then, based on the interview results, it can be concluded that respondents consider the importance of guidelines in writing movie scripts in the Creative Writing course. The respondents explained that having guidelines for writing movie scripts will help students write. Sa'adah (2020) And ensure the scripts are structured and well-organized. In writing, scriptwriters express ideas and convey messages to readers, so the idea should be seen as the most crucial aspect. (Ur. P, 2012). This is also supported by a statement from Hairston (1986), which states that some characteristics of good writing are that it is well-organized, unified, clear, and significant. To get good movie script results, a scriptwriter must also have good writing skills.

Lack

Table 4. Table Question 3

Question	Choice (Percentage)		
	Beginners	Intermediate	Expert
According to you, as a Creative Writing student, the ability to write movie scripts at the level	50%	47.8%	2.2%

From the data above, it can be concluded that the percentage of students who assess the ability to write beginner movie scripts is as much as 50%, intermediate 47.8%, and experts as much as 2.2%. Their lack of ability to write movie scripts is due to the absence of guidelines for writing movie scripts in the Creative Writing course.

Statements from the Creative Writing course students supported the answers to the questionnaire. According to interviews, the challenge in writing a movie script is confusion and a lack of inspiration in building a story with a good plot. Another challenge for scriptwriters is transforming the visual form into storylines in narrative writing. The following table summarises the findings of interviews with students in the Creative Writing course:

Table 5. Student's view of Lack of Creative Writing course

SS2	"I am confused about the following plot or concept, writing a script, and needing extra focus to get ideas back. Transitioning from visual thinking to narrative thinking as a screenwriter is difficult."

Based on the interview results, it is evident that students need guidance in writing movie scripts to help compile structured stories and can transform visual thoughts into stories in a movie script format. This can increase effectiveness in compiling and writing movie scripts.

Wants

Table 6. Table Question 4

Question	Choice (Percentage)		
	Discussion	Lecture	Collaboration
How do you think the technicalities of learning Creative Writing are interesting?	13%	0%	87%

Table 7. Table Question 5

Question	Choice (Percentage)		
	Some examples fit into everyday life.	A lot of exciting illustrations	More practice and discussion

What kind of guideline content do you find attractive when writing movie scripts in the Creative Writing course?	43.5%	26.1%	30.4%

Based on the results of the two tables above, it can be concluded that Creative Writing students write movie scripts like collaboration learning techniques as much as 87%, discussions 13%, and lectures by lecturers as much as 0%. Collaboration techniques are the most popular choice for students compared to other techniques. In addition, in Table 7, it can be concluded that most students like the concept of guidelines with some examples that fit into everyday life, as many as 43.5% of students, then students voted for a lot of exciting illustrations as many as 26.1%, and rest voted more practice and discussion with a percentage of 30.4%. From the results of the questionnaire above, students prefer to learn collaboratively, and the guidelines contain examples related to everyday life. Interviews with student respondents in the Creative Writing course also support this. The following table summarises the findings of interviews with the students of the Creative Writing course:

Table 8. Student's view of Want Creative Writing course

SS3	"Provide more existing examples about Indonesian culture, school life, and drama that have meaningful learning so students gain new insights to produce creative movie scripts and exercises on writing and revising scenes. "

The interview results show that when asked what topics or materials are suitable for Creative Writing students, respondents answered by providing examples of movie scripts in real-life contexts that can be used to build stories. Next, writing and revision assignments should be carried out through group discussions, which will help students gain a deeper understanding of good creative writing through discussions. Anae (2014) And input from lecturers.

Learning needs

Table 9. Table Question 1

Question	Choice (Percentage)		
	The standard format for writing movie scripts, such as Celtx	Plain text documents with clear formatting, such as titles, scenes, descriptions, and dialogues	The existence of storyboards or mood boards for the visualization of concepts and storylines
What kind of material do you want in the guidelines for writing movie scripts?	19.6%	30.4%	50%

Based on the table data above, it can be concluded that students chose to visualize concepts and storylines using storyboards or mood boards for as much as 50% of the material taught in writing movie scripts. As many as 30.4% chose plain text documents with clear formatting, such as titles, scenes, descriptions, and dialogues, and 19.6% of students chose the standard format for writing movie scripts, such as Celtx.

Table 10. Table Question 2

Question	Choice (Percentage)		
	Group discussion of critical elements in movie screenwriting	Watch movies and analyze the structure of the script and the use of narrative techniques	A collaborative project to create a movie script together by providing feedback and revisions regularly.
In learning Creative Writing with material about writing movie scripts, what form of activity do you want?	17.4%	26.1%	56.5%

In the learning process, as many as 56.5% of students choose to do a collaborative project to create a movie script together by providing feedback and revisions regularly. While watching movies, analyzing the script's structure and using narrative techniques have a percentage of 26.1%. Meanwhile, a group discussion of critical elements in movie screenwriting exists in 17.4% of students.

Table 11. Table Question 3

Question	Choice (Percentage)		
	Individual	Pair	Large group
Creative Writing teaching and learning process activities about writing movie scripts, like what you like in doing assignments	17.4%	28.3%	54.3%

In this section, most students choose to work in large groups, as many as 54.3%, followed by the percentage doing assignments, working in pairs, as many as 28.3%, and 17.4% of students choose to work individually. It can be concluded that the students want to work in a large group.

Table 12. Table Question 4

Question	Choice (Percentage)

	Motivate students while working on each task given	Encourage and direct students to use creativity in doing assignments	Provide advice, corrections, and comments on each student's work
What are your expectations for lecturers when teaching in the Creative Writing teaching and learning process?	8.7%	34.8%	56.5%

Based on the results in the table above, it can be concluded that lecturers' role in movie script-writing activities is very influential. As many as 56.5% of students choose that lecturer to provide advice, corrections, and comments on each student's work. At the same time, the percentage encourages and directs students to use creativity in doing assignments. As many as 34.8% motivate students while working on each task, given 8.7%.

Table 13. Table Question 5

Question	Choice (Percentage)		
	Conduct regular writing exercises on character development, storyline, and intense dialogue.	Learn how to make movie scripts through seminars or social media about scriptwriting techniques.	Analyze existing movie scripts to understand writing techniques, and try to apply these concepts in your writing exercises.
What learning activities can improve the ability to write movie scripts in the Creative Writing course?	30.4%	26.1%	43.5%

This table shows that as many as 43.5% of students choose to analyze existing movie scripts to understand writing techniques and try to apply these concepts in the writing exercises, a percentage of 30.4% conduct regular writing exercises on character development, storyline, and intense dialogue, and as many as 26.1% of students choose to learn how to make movie scripts through seminars or social media about script writing techniques in learning activities that can improve their ability to write movie scripts in the Creative Writing course.

Furthermore, the researcher interviewed Creative Writing students for more in-depth information about learning needs in movie script writing.

Interview findings showed that respondents wanted discussions with other students to get input and inspiration. Besides that, lecturers must also monitor and provide feedback; students will take feedback seriously so that student understanding becomes more optimal. (Knight et al., 2003). So, the final product of the movie script is structured. It also needs to combine theoretical knowledge and practical application. The following table summarises the findings from Interviews with Creative Writing students:

Table 14. Student's view of learning needs Creative Writing course

SS1	"I would expect a learning process combining theoretical knowledge and practical application. Initially, it would be helpful to start with lectures or readings on the fundamentals of screenwriting. This could be followed by analyzing and discussing existing scripts to see these principles. Practical exercises, like writing short scenes or creating characters, would allow students to apply what they have learned. Workshops where students can share their drafts and get feedback from peers and instructors would be invaluable. Finally, I would expect a small project where students write a short script, incorporating all the elements and feedback they have received throughout the course. This hands-on, iterative approach would help solidify the learning and make the process engaging and comprehensive. "

The interview findings are in line with the questionnaire's conclusion that students need a clear format for writing movie scripts, analyzing and discussing existing scripts to understand these principles, and collaborating in creating movie scripts with group work and lecturer feedback are effective strategies for students in Creative Writing. (Asri et al., 2022). This activity allows students to share ideas with their colleagues. (Corden, 2001; Ennen et al., 2015) To create comprehensive and practical learning activities.

DISCUSSION

According to the research findings, the results of the target needs can be described as follows. First, students need guidelines for writing movie scripts in the Creative Writing course. Having guidelines for writing movie scripts will help ensure the scripts are structured and well-organized. Then, in writing film scripts, students choose to use collaboration techniques between lectures and group discussions because, when learning is carried out in pairs or groups of individuals can achieve learning goals together (Laal et al., 2014), and lecture or guidance from the lecturer role; lecturers act more as skilled instructors for students with intellectual experience, and also as trainers in emergencies (Smith, 1993). Then, examples of writing movie scripts in teaching and learning activities.

Regarding learning needs, the students prefer storyboards or mood boards to visualize concepts and storylines in guidelines for writing movie scripts. Moreover, students also choose to collaborate in making movies with

large groups. This leads to a transition from independence to community and individual to group. (Leonard & Leonard, 2001). Totten et al. (1991) Stated that group learning and knowledge sharing provide opportunities for students to take responsibility for their learning and discuss subjects that can lead to creating critical thinkers. Then, students also need the role of lecturers to provide regular feedback; feedback will lead students to optimal learning achievement. As Hattie and Timperley (2007) Argued, that the power of assessment feedback is aimed at "pushing" students toward specific and optimal learning goals. Giving effective feedback will encourage student engagement, which helps students to improve their writing skills. (Poulos & Mahony, 2008). Suggestions and corrections are also crucial for students to better write movie scripts. Finally, students analyze movie scripts together to understand writing techniques and try to apply these concepts in writing exercises.

CONCLUSION

In research that analyses students' targets and learning needs to find guidelines for writing movie scripts for Creative Writing courses, it can be concluded that finding target needs is divided into three parts: necessities, lack, and want. Based on the findings in the target needs section, it was concluded that students need guidelines in writing movie scripts. Then, teaching through discussions and lectures with examples of script writing appropriate to life in the real world can help students find ideas and produce good writing. Furthermore, in the learning needs section, it can be concluded that students need storyboards to visualize story concepts with collaborative projects to create movie scripts and analyze movie scripts to understand the narrative structure in movie script writing exercises. Students also need the role of lecturers in providing input and corrections to the results of their movie script writing work. This article will guide the creation of guidelines for writing movie scripts in the creative writing course by adopting models built and developed based on needs analysis. This article also discusses creating models in the right way. This research was prepared as a response to the identification of student needs analysis. The needs analysis findings will significantly impact students because they contain guideline content to help students understand and master creative writing skills.

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