Needs Analysis For Designing ESP Materials For Multimedia Department at Vocational High School

Nabiel Dhiyoulhaq[1]*, Siti Masrifatul Fitriyah [2], Areta Puspa [3]
[1, 2, 3] Language and Arts Education Department, The Faculty of Teacher Training and Education, The University of Jember, Jember, East Java, Indonesia
* Email: lovie.fortuna@gmail.com

Abstract

This research was categorized as a case study design. The purpose of this research was to provide data dealing with ESP materials for students of multimedia department at vocational high school using Helen Basturkmen (2010) principles. The area of this research was SMK Islam Bustanul Ulum Jember. The population of this research was the multimedia department especially MMD 5 of eleventh grade students at SMK Islam Bustanul Ulum Jember. In this research, questionnaire and interview were used to get the data each from the students, the English teacher, and the vocational teacher. Based on two research main data source which are need analysis questionnaires and semi-structured interview, it is conluded that ESP materials for multimedia department are significantly needed. Contrary, the amount of desired materials are limited. It is supported by the statement of the English teacher who argued that both the government and school only provied EGP for vocational high school students which is inappropriate. Therefore, the data collected from this research may store some important informations needed by the future researchers which share the same interest.

Keywords: ESP: Need Analysis; Multimedia Department; Vocational High School

Introduction

In this era where technology and global communication were upgrading around the world, the demand of English mastery is becoming greater. Related to this condition, Indonesian government is applying the statement of the Act of Minister of National Education No. 22 year 2006 about the standard content of primary and secondary education, where English takes part as a compulsory subject at curriculum. In line with that statement English in Indonesia must be taught from elementary school to both senior and vocational high school. In addition, English for vocational high school should put stress on the needs of learners, different with English for Senior high school that using a General subject English for vocational school also contains a specific skill that they can use to fulfill the labor demand and their vocational skills.

According to the data from minister of national education of Indonesia there are 49 vocational skill programs available at vocational school. In this globalization era that technology was upgrading every time, Multimedia program being the most popular program that related to the technology. Multimedia program is considered as one of the most promising programs among the others program which related to technology. Besides learn about the technology multimedia students also learn about videography, photography, how to make 2d animation, how to make 3d animation and how to use the tools for supporting their multimedia skills. In line with statement that the aim of vocational high school is to support student competence, it means English learning materials for vocational high school should be based on the students' needs in term of their possible future career.

English for Vocational high school students must be more specific than English for general school students. For example English for multimedia program should contain materials related to their major such as: Principle how to use a program that support their multimedia project, how to use the tools of multimedia, how to make an animation, how to create a text in multimedia purposes etc. whereas based on an interview with an English teacher who takes charge in teaching English at a vocational high school in Jember, it was found out that there is no specific English materials for each program. The teacher uses a coursebook published by the Ministry of National Education of Indonesia which is intended to teach both senior high school and vocational high school to teach English for all programs. After checking the book, it was found that the content is too general such as : Make a conversation in daily activities, asking and telling job, making and receiving phone call, expressing necessity, telling the past activities, making appointments, giving instruction, giving opinion and etc. Ideally, materials given to students of vocational high school should differ and vary based on their major subjects which means teachers cannot merely depend on a general English text book. Furthermore, Cunningworth (1995) states that there is no coursebook designed for general market which will absolutely matches to specific learners.

Considering the conditions above, the writer conducted a research to find out and analyze what multimedia students need related to English materials. In order to find out the students' need, the writer develops a questionare and holds an interview which refers to Basturkmen's Approach as the guidance. The finding of this research is expected to be a guidance for the English teachers or other researchers who want to develop the appropriate ESP materials for multimedia students.

Method

The aim of this study was to analyze the multimedia student's needs towards English material that related to their possible future job or career. The researches decided to use case study as the research design. Case study was choosen as the research background because there is a match between its definition with the purposes of this study. According to Sturman (2013) which states that a case study is a general term for the exploration of an individual, group or phenomenon

Merriam (1998) mentions three features of a case study, those are: First, particularistic which focuses on a particular situation or phenomenon. Second, descriptive means that the final product of the research is a rich description of the phenomenon being analyzed. Third, heuristic means that the study might iluminate the reader's understanding of the phenomenon under study. Given those three features of a case study above, this research focuses on a particular group of students which is multimedia students of vocational high school. It also tries to present a description of the students' need towards English and hopefuly can give a clearer understanding of the object being investigated.

The procedures of investigating the students' needs were as follows. At the first stage is interviewing and English teacher. The aim of the interview was to investigate two main points. First, the teaching context and the present situation analysis. Second, the condition of English teaching and learning process. After conducting the interview, the researcher designed a questionnaire to gain data about the students' perception. The questionnaire followed Hutchinson and Water's (1987) principles. This step was intended to find out the target situation analysis, present situation analysis, learners' factor analysis, and teaching context

analysis. After collecting the data or information required, the next step was analyzing the data. This research included two kinds of data, which were quantitative and qualitative data, the researcher used two different types of methods to analyze them. The last step was storing a clear description of the students need towards English based on evaluated data.

Data Collection Method

The methods of this study for collecting the data were interview and questionnaires. Those method explained as follows.

Interview
For the interview, the researcher used a semi-structured interview to gain information from the teacher's perspective. This semi-structured interviews were in the form of questions. A semi-structured interview also enabled the researcher "to have some freedom to probe for more information from research participants" (Mackey and Gass 2005:173). The interview guide formulated as follows:

The organization of Interview guide for English Teacher

	No.	Aspect	Item Number	Question Goal	Reference
Learning Needs	1.	Subject Knowledge	1,6	To find out the subject knowledge	Hutchinson and Waters (1987: 60)
	2.	Language Items	2,3,7	To find what materials being used	
	3.	Skills	4	To find out teacher's opinion about what skills needed by the students	
	4.	Strategies	5	To find out the teacher's strategies/methods being used in teaching English	

The organization of Interview Guide for Vocational teacher

	No.	Aspect	Item Number	Question Goal	Reference
Learning Needs	1.	Subject Knowledge	1	To find out the subject knowledge	Hutchinson and Waters (1987: 60)
	2.	Language Items	2	To find what materials being used	
	3.	Skills	3	To find out teacher's opinion about what skills needed by the students	
	4.	Strategies		To find out the teacher's strategies/methods being used in teaching English	

Questionnaires

Questionnaires were chosen by the researcher because it was an effective way to gather information in large numbers of students. The purpoese of the questionnaire was to gain information about the target situation. Target situation itself included: the target situation analysis, present situation analysis, learners factor analysis, and teaching context analysis. The need analysis questionnaire was created based on the principles proposed by Basturkmen's (2010). The organization of need analysis questionnaire can be formulated as:

The Organization of Need Analysis Questionnaire

No.	Aspect	Item Number	Question Goal
1	Learner's factor analysis	1	To find out students' motivation in learning English.
2	Learner's factor analysis	4, 6	To find out students' way of learning English
3	Learner's factor analysis	5, 7, 8, 10, 11, 15	To find out students' perceptions of their needs are
4	Present situation analysis	2, 3	To find out students' lacks or what they can not do
5	Present situation analysis	12	To find out students' lacks or what they do and do not know
6	Teaching context analysis	13,14	To identify students' preference of circumtance and learning situation
7	Target situation analysis	9	To identify tasks and skils learners are expected to master

Data Analysis Method

Given that this research includes two kinds of data, which are quantitative and qualitative data, the researcher used different type of methods. First, need analysis questionnaire were examined by using quantitative data analysis method adopting the formula from Febriatun (2011:44-45). Second, to analyze the qualitative data which were the interviews, the researcher analyzed through this following sequence. The analysis began by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript (Morse and Field, 1996).

Findings

Target Situation Analysis

In terms of target situation, the research found out that among 35 participants from the multimedia class, 20 participants (57%) want to become graphic designer, animator, ilustrator, or photographer. 13 participants (37%) want to run business that related to multimedia, and 2 participants (6%) want to work as worker in multimedia major except graphic designer, illustrator, photographer but still related to multimedia major. The finding can be used by the other researcher to develop an appropriate material related to multimedia major.

Discourse Analysis

Instead of digging information from the students through the questionnaire, the researcher prefers to interview the vocational teacher in order to gain deep information required. The students are regarded as unexperienced in term of dealing with special term or idiom apppears on multimeadia field. Meanwhile the experience the vocational teacher has, are regarded as a valuable point. Based on the interview, the students will be frequently dealing with the application related to the multimedia, the application that will support their work related to multimedia. Moreover, he said that almost every application that the student frequently use are using English as a language features.

Present Situation Analysis

The next point is the participants' present situation analysis. This aspect deals with the students' lack according to what they can and can not do or what they know and do not know. Based on the questionnaire answer, most of them, 26 participants (74%) are not able to use English fluently. Meanwhile 9 participants (26%) are able to use Englis, but didn't know how to respond in English. Unfortunately, from 35 participants there is no one can use English fluently.

Not only reveals the students' current level, the researcher also tries to find the students' obstacles in learning English. It was found that two major difficulties they face are the lack of practice (51%) and the lack of vocabulary and grammar knowledge (49%). Those are two major that being the students obstacles in learning English.

In line with the finding above, most students (74%) state that they have already studied about the specific term related to their major or target situation but in minimum amount of time. Unfortunately, there are 14% students have not studied yet about the specific term related to the target situations. There are only 9% of students who have studied the special term on their field. The awareness of the need in knowing the special term on their filed clearly must be increased, considering they may face some difficulties in interpretting unknown words.

Learner's Factor Analysis

Learner's Factor covers three main aspects to be discovered which are: student's motivation, students' way of learning, and students' perception of their needs. The first aspect showed that most of them (77%) agreed to learn English as a useful tool to support their future job. Meanwhile, there are 17% students who learning English just to get a good score at examination.

The next aspect being invertigated is the students' way of learning. Teacher seems to be the most influential part of students English learning. Not only providing their learning source, the teacher also being the second most fovourite way to solve student's learning problem. 85% students depend their learning materials only from the teacher, while 6% students independently find the materials from the internet and also 6% students learning from their textbook.

The third aspect to reveal is students' perception of their needs. As it has been discussed above that the students' perception may lead to the different direction, it is a must to see from their point of view considering they are the reason why the research is conducted. Most of them (54%) presume that they communicate using English with their future business partner. Meanwhile, (40%) of them think they will communicate using English with tourist. Although

the majority take English as barely a school need, another 6% who take English as the way they will communicate in the future can not be abandoned.

Furthermore, it can be concluded that most students (53%) think it is critical to have multimedia-related materials. In line with the first point, most of the students (46%) are enthusiastic to have multimedia-related materials but no longer than 150 words or less than 2 minutes, because 53% students think the materials they need is the short one to match their level. Related to the type of materials they want, option "a", "Reading and Listening" gain a great number (83%) in how the input of the materials that the student's want to practice their English skills. Unfortunately only 6% students that learning English by speaking and writing and only 8% students want input from watching a video. The researcher also offers three different topics they may choose. They are "a", Current issues of multimedia filed development", "b", Tutorials of how to operate certain softwares", and "c", "Dealing with customers in doing global bussiness". Each topic earns arround a third of the total voters.

Teaching Context Analysis

The last point need to be investigated is the teaching context that the students are eager to have. To sum up the data, the class are split into two main options. 49% want to have English lesson as it used to be, which is inside the classroom. Meanwhile, the rest think it will be better to have English lesson under a new circumtance. It is interesting to discuss the second thought. Among those students, most of them want to have English lesson in the multimedia laboratory. On the other hand, majority (64%) say they tend to do group task instead of individual task.

Conclusion

Based on two main research data which were need analysis questionnaires and semi-structured interview, it is conluded that ESP materials for multimedia department are significantly needed. On the contrary, the number of desired materials were limited. It is supported by the statement of the English teacher who argued that both the government and school only provided EGP for vocational high school students which is inappropriate. This fact opens an opportunity for the future researcher to develop the materials demanded. Eventhough, developing apropriate materials requires several clues. Therefore, the data collected from this research may store some important information needed by the future researchers which share the same interest

Considering the results of of needs analysis questionnaires and semi-structured interview results, fundamental suggestions were addressed to the following stakeholders.

The Government

According to the English teacher's testimony, it can be concluded that the goverment's decision to provide students of vocational high school the same English materials with students of any senior high school level is less effective. The need of students from vocational high school towards English are different from the need of general students from senior high school. Further, it may widely vary based on each major. The government,espceially the Ministry of National Education needs to start developing the specific English materials for vocational high school regarding the increasing number of vocational high school students lately

The School Principle

It was obviously stated in Chapter 4 by the eleventh grade students of multimedia department and English teacher that the need of ESP materials was absolutely essential to support students' future carrer. In fact, both the government and school only provide EGP. The school principle may inisiate to gather the English and the vocational teachers to do some researches and design specific materials which meet the students' needs.

The English Teacher

The findings and discussions revealed that there is a gap beetwen the materials available and the materials considered to be appropriate. Consequently, the English teachers need to adopt and adapt the available materials to be more suitable for vocational high school students by consdering severals aspects gained from a need analysis.

The Future Researchers

This research only focused on need analysis of the English materials for the eleventh grade students of multimedia department at SMK Islam Bustanul Ulum Jember. Eventhough, the future researchers dealing with the same field are expected not only to do need analysis but also to develop and design the specific materials. It is permitted to use the data they find important from this research to support and enrich their sources. Nevertheless, it is also important to revise the questionnaire items and the interviews guide due to the need of more appropriate informations depends on the research object.This section deals with the conclusion (level one headings).

References
Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan
Basturkmen, H., & Elder, C. (2004). *The practice of LSP. In Davis, A & C, Elder (Eds.).* The handbook of applied linguistics. Blackwell Publishing Ltd.
Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials*. Oxford: Heinemann Publishers Ltd.
Ding, H. (2007) *Genre Analysis of Personal Statements: Analysis of Moves in Application Essays to Medical and Dental Schools*, English for Specific Purposes, 26, 368–92.
Dudley-Evans, T., and St. John, M. (1998). *Developments in ESP: A multi-disciplinary approach.* Cambridge: Cambridge University Press.
Febriatun, L (2011). *Developing English Speaking Materials for Xth Grade of Hotel Accommodation Department in SMK PI Ambarukmo 1 Sleman*. Yogyakarta: Yogyakarta State University.
Ferris, D. (1998) 'Students' Views of Academic Aural/Oral Skills: A Comparative Analysis', Teaching English to Speakers of Other Languages Quarterly, 32, 289–318.
Hutchinson, T., and Waters, A. (1987). *English for Specific Purposes: A Learning Centered Approach*. Cambridge: Cambridge University Press
Hutchinson, T., and Waters, A. (1987*). English for specific purposes: A learning-centered approach.* Cambridge: Cambridge University Press.

Hüttner, J., Smit, U., & Mehlmauer-Larcher, B. (2009), *ESP teacher education at the interface of theory and practice:* Introducing a model of mediated corpus-based genre analysis. System, 37(1). http://dx.doi.org/10.1016/j.system.2008.06.003

Jackson, L., Meyer, W., & Parkinson, J. (2006). *A study of the writing tasks and reading assigned to undergraduate science students at a South African University.* English for Specific Purposes.

Johns, A. M. and Price-Machada, D. (2001) English for Specific Purposes (ESP): Tailoring Courses to Students' Needs – and to the Outside World in M. In Basturkmen, H. (Ed). Developing Courses in ESP. Analyzing Needs, 17-34. Great Britain: Palgrave Macmillan.

Mackey, A. & Gass, S. (2005). *Second Language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum Associates

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Morse, J. M., and Field, P. A. (1996). *Nursing Research the Application of Qualitative Approaches*. Second Edition. California: Chapman and Hall.

Otilia, S. M (2015). *ENGLISH FOR SPECIFIC PURPOSES:PAST AND PRESENT.* ACADEMICA BRÂNCUŞI

PARKINSON, J, L JACKSON, T KIRKWOOD & V PADAYACHEE. 2007. *A scaffolded reading and writing course for foundation level science students.* English for Specific Purposes,

Parks, S. (2001) *Moving from School to the Workplace: Disciplinary Innovation, Border Crossings, and the Reshaping of a Written Genre*, *Applied Linguistics*, 22, 405–38.

Sugiyono. (2012). *Educational Research Method (Quantitative Approach, Qualitative, and R & D)*. Bandung: Alfabeta.