

Language Teaching in Vocational Higher Education Based on Industry Needs

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Abstract— *The globalization era and also the implementation of Asian Free Trade, make Indonesia face the influx of goods & services from Asian countries, and also from other countries as well. Moreover, foreign human resources working in Indonesia will be increasing. This will cause the competition of getting jobs in Indonesia for Indonesian higher education graduates becoming tighter and tighter, since they have to compete with the graduates from other countries who look for jobs in Indonesia. Therefore, the quality of the education in Indonesia should be improved. This includes Polytechnic as Vocational Tertiary Education in Indonesia which produce graduates who are ready to work in industry. Polytechnic should provide their students to have sufficient competencies to enable them to win the job competition in their own country. They should have adequate competencies in their own field (in accordance with their majoring) and supported with the ability to communicate in English as one of international language commonly used in industries in the globalization era. The aims of the research is to find out the competencies for communicating in English needed by industry. The result of the research is very important to design the syllabus and the teaching materials educate for Tertiary Higher Education in Indonesia, since it produces graduates who ready to work instantly after they graduate. This study is done through Need Analysis of English competencies used in industry. The objects of this study are industries located in Central Java Provinces and Yogyakarta which are as the users of Vocational Tertiary Higher Education, such as industries in Manufactures, banking and Financial, IT, as well as Hotel and Tourism industries. The result of the research shows that the four language skills or competencies needed in today industries in Indonesia consists of twenty competencies, seventeen listening competencies, fourteen reading competencies and fourteen writing competencies. However, the competencies needed varies depend on the job fields as well. The result of this study is then used to revise the curriculum and the syllabus design in Semarang State Polytechnic.*

Keywords— *competencies, curriculum, industry needs, need analysis, syllabus*

I. INTRODUCTION

Semarang State Polytechnic (Politeknik Negeri Semarang or known as POLINES) is one of vocational tertiary higher education in Indonesia. it produces graduates who are

ready to work right after they graduate. Therefore, the students should have adequate knowledge and skills during their study, through combining teaching and practicing the theory that they have got.

English is one of the supporting subjects taught in Semarang State Polytechnic. Though it is only a supporting subject, however, it plays an important role for graduates in winning job opportunities and can support them in doing his job well. It is characterized by the increasing number of job advertisements requiring the applicants to be able to communicate in English. If college graduates have good English skills, then it will be easier for them to get jobs in our country, and even it is also possible to expand to get job in, other countries, or otherwise if they do not have sufficient competencies in accordance with their majoring and also their competencies in English, then they can not be able to face the flow of foreign workers in our country.

For preparing the graduates in facing the tight competition of getting jobs, therefore, the curriculum and syllabus in POLINES should be designed in a great care, and revising them periodically is a must as well. This is in line with Oliver et al. (2012:1) suggest 'a curriculum should be underpinned by reliable data so that learners are adequately for dynamic communicative interaction that actually occur in the work place setting'.

According to Finocchiaro (1974) a curriculum for Language learning should includes the following things: language aims and goals, language items, cultural concepts, the language skills and the activities to practice the language. Lim (2000) suggests that language is not merely grammar, but also context, register, tone, and usage. It is always contextual and not used in a void. Wedle and Van Duzer (1997) state that second language acquisition can be successfully achieved if the curriculum content, materials, and teaching approach match with the learners' actual needs for studying the second language. According to Oliver et al (2012) by collecting information and analyzing the subsequent data about learner needs, teachers are able to identify the gap between what is currently being taught and what needs to be taught for students' future careers. It is argued that filling this gap should be the key purpose of education. Hall (2001) indicates that the first step in designing instruction for the communicative approach to language teaching is to conduct a need analysis.

In the beginning of 1970 the linguists aware of the importance to recognize the target needs of the language learners (Munby, 1978). Then, language need analysis were proposed by some researches. They argue and high light the important of conducting need analysis in language teaching.

II. LITERATURE REVIEW

Today language teaching in tertiary vocational higher education tends to play important role in industries in Indonesia, especially for 'go public' companies, and also for the ones which deals with export and import business, or for companies which want to survive in the globalization era and face Asian Free Trade. Therefore, the language teaching in tertiary vocational higher education, in this case POLINES, should match with the demands of industries. In other words, there should be 'link and match' between the language teaching in POLINES with industries as the users of the graduates. This is in order to provide students with the language competencies needed in industry. According to Nation & Mac Calister (2010) and Chunling (2014) in order to help learners to get appropriate English skills or competencies needed in the work places after they graduate, therefore an effective curriculum and syllabus must be prepared. However, to create an effective curriculum and syllabus which useful for learners in their future career, especially in order to help them to win the competition of getting jobs and also to enable them to do their works, English language needs analysis should be conducted with great care. This is in line with Richards (2001) proposes that the process of curriculum development involving interrelated elements of need analysis, goals placement, implementation and program evaluation.

There are a lot of definition about 'need analysis' in language teaching. Chaudron, et al., (2015); Iwai et al (1999) argue that need analysis in language teaching is useful for both teaching English as a second language (ESL) and as a Foreign language (EFL). According to Poedjiastutie (2017) need analysis identifies various methods which is used to find out all the different factors of learners' needs, and the most important factor is the information about the competencies needed in the workplaces, since the language teaching in university level, and especially for tertiary vocational higher education which English for Specific Purposes is being taught.

Brown (1995) identifies the term need analysis as activities involved in gathering information that will be used for designing or reviewing a curriculum which meet the learning needs of the learners. Leki, (2003) argue that the information collected in need analysis becoming part of the crucial for determining the content of the curriculum and syllabus. This will enable the real and potential needs of learners and stakeholders to be met in the language learning. The Information resulting of the need analysis is very useful to develop the curriculum and syllabus, and also for preparing the teaching materials (Crookers & Schmidt, 1991; Dooley, 2010) Therefore, need analysis can be very beneficial for the

development and implementation of language teaching. (McCawley, 2009)

Chostelidou (2010), argue that need analysis meet the need for the development of a highly specific ESP syllabus with a clear focus on the target disciplin. Thus English proficiency in English for Specific Purposes (ESP) is aimed to enable students to have communication skills sufficiently in their workplace. The lowest level of proficiency in the workplace is influenced by the use of technology in the workplace, such as: the use of computer which use English as the media.

III. METHOD

The objects of this study is the companies as the users of vocational tertiary higher educations graduates which are located in Cenral Java province and Yogyakarta. They are taken using purposive random sampling by considering certain companies which might use English in their workplaces. The reseach method used in this study is descriptive analysis. The data is collected through questionnaire. Actually there are 35 companies that we choose randomly as the object of this reseach, however, only 17 of them are willing to do so.

IV. FINDINGS

The samples of this study are only seventeen companies spreading in Central Java province and also Yogyakarta. The total companies becoming the objects of the reseach is 17, they are as follows:

- From banking & financial sector : 3 objects
- From hotels & tourism sector : 3 objects
- From manufacturing sector : 6 objects
- From exporting/ importing sector : 3 objects
- From trading sector : 1 objects
- From other sector : 1 objects

The result of the reseach shows that the need for English in business varies, depends on the kinds of business that the company do. For examples: some companies use English only for communicating with their supplier or their customers in other countries, some others use English to do their jobs and also to communicate with their colleagues, and some others use English for doing export and import.

The data analysys of this reseach is presented in the following tables below.

TABLE I. RQ1. TYPE OF LANGUAGE SKILLS

No	Type of languag skill	Number of companies	percentage
1	Receptive skills	16	94.1%
2	Productive skills	6	35.3%

The first question in the questionnaire is about the type of the language skills used in the workplace. Language skill can be catagorized into two, they are: 'Receptive Skills' and 'Productive Skills'. There are 94% of the respondents stating that they use 'Receptive Skill' at work. Only 35.3 % state that

they use 'Productive Skills' at work. From the table 1 we learn that the language skill mostly used in Indonesia is the 'Receptive Skills'. The reasons behind this is because most of the companies deal with Indonesian companies which all of them use Indonesian language. However, it is unavoidable that they have to use English in doing their work in certain occasion. For examples when they have to communicate with importers from other countries, or when they have to communicate with their business partners from different countries, or when they have to write export – import document.

The detail of the language skills is explored in the next question of the questionnaire. From the two catagories of the language skills above, then we analyzed. The need of competencies include in the 'speaking skill' in industry is 17.6% , and the 'listening skill' being used in industry is higher than the 'listening skill' , that is 52.9%. This shows that the listening skill is being used more than the speaking skill in Indonesian industry.

While the 'reading skill' and also the 'writing skill' have the same percentage of being used in the industry , that is 88.2%. The percentage of the four English language skills being used in industry can seen from Table II below.

TABLE II. RQ2. THE FOUR LANGUAGE SKILLS

No	Type of languag skill	Number of companies	percentage
1	Speaking skill	3	17.6%
2	Listening skill	9	52.9%
3	Reading skill	15	88.2%
4	Writing skill	15	88.2%

Table III discusses about the English level of proficiency commonly used in industry.

TABLE III. RQ3. LEVEL OF COMMUNICATION

No	Communication level	Percentage (%)				
		Very good	Good	Moderate	Bad	Very bad
1	Speaking skill	17.6	17.6	17.6	17.6	29.4
2	Listening skill	17.6	17.6	17.6	17.6	29.4
3	Reading skill	35.5	47.1	17.4	0	0
4	Writing skill	17.6	47.1	17.6	11.8	5.9

Table III shows that for the speaking skill being used in indusry which need the level of very good, good and moderate level of proficiency has the same percentage, that is 17.6%, and the percentage of the companies stating that they only need very bad speaking skill is 29.4%. comparing to the others level of proficiency for listening skill, it is higher, but it is not surprising since probably the companies deal with Indonesian customers mostly.

From the table III it also can be seen that the listening skill being used in industry have the same percentage with the listening skill.

Table III shows the level of proficiency for 'Reading Skill' is better comparing to the other English language skills. The total percentage of the level of good and very good level of proficiency is 82.6%, and the moderate level of proficiency in Reading skill is 17.4%. Surprisingly there is no companies stating that they need only bad or very bad level of proficiency in Reading skill. This shows that Reading skill is important in industry.

Meanwhile for the proficiency level of writing skill needed in industry is as follows: 17.6% of respodents claim they need very good level of proficiency for writing skill, and 47.1%, for good level of proficiency, for moderate level of proficiency is 17.6%. Different from the 'reading skill' which has no bad or even very bad level of proficiency, however, in 'writing skill' the percentage of the companies stating that they do not often use the writing skill in doing their daily business activities, therefore they only require bad proficiency level of writing skill is 11.8%, and the companies claim need very bad proficiency level of writing skill is 5.9%. So the total percentage of the bad and very bad level of proficiency in writing skill is 35.3%, as presented in table III.

From Table III it can be conluded that the highest need for level of proficiency in four language skills is the Reading skill.

TABLE IV. RQ4. FREQUENCY OF COMMUNICATION

No	Frequency	Percentage (%)				
		Very often	often	moderate	rarely	Almost never
1	Speaking skills	11.8	35.5	17.6	17.6	17.6
2	Listening skills	29.4	35.5	17.6	11.8	5.9
3	Reading skills	35.5	35.5	29.4	0	0
4	Writing skills	17.6	47.1	17.6	5.9	5.9

The data about the frequency of using English at work is presented in Table IV. It can be seen that the English language skills which has the highest percentage of being used 'very often' in the workplaces is Reading Skill, that is 35.5%, and the highest percentage of English skills which is being used 'often' in the workplaces is 'Writing Skill' it is 47.1%. The moderate use of the four language skills in industry is Reading skill (29.4%). The highest frequency of rarely and almost never use of the four English language skills in the workplaces is the same, that is the 'Speaking Skill', so the total percentage of of rarely and almost never use the speaking skill in the work places is 35.2%.

This study also find out the usage of English for communication at work, as it is presented in the table V below.

TABLE V. RQ5. COMMUNICATION USAGE

No	<i>The usage</i>	<i>Number of companies</i>	<i>percentage</i>
1	With their management/ superiors	4	23.5%
2	With their colleagues	1	5.9%
3	With their clients/ customers	7	41.2%
4	With their suppliers	3	17.6%
5	With their business partners	2	11.8%
6	With their stakeholders	2	11.8%

As it can be seen in Table V the highest usage for English at work is for communication with clients or customer (41.2%). The highest use of the English for communication is as a result that some of the respondent companies do export or import business and some others are go public companies.

The second highest of the English usage is for communication with management or superiors, it is 23.5%. This percentage is due to that some of the companies which become the object of the study belong to people from other nationalities, such as: Japanese, Korean and French. They invested their money in Indonesia. It is probably the labour cost in Indonesia is low.

The use of English at work for communication with collage has the lowest percentage, it is only 5.9%, and the second lowest is for communication with their business partner and also with their stake holders, which is only 11.8%.

The most important part of this study is to find out the English competencies which are used in the work places, since it will be used to revise the curriculum and the syllabus in POLINES in order to meet the demand of the industry need as the users of the graduates. From Table VI it can be seen that there are twenty competencies which are used in the work places.

TABLE VI. RQ6. SPEAKING COMPETENCIES

No	<i>Speaking competencies</i>	<i>Number of companies</i>	<i>percentage</i>
1	Welcoming/ receiving guests	7	41.2%
2	Telephoning	9	52.9%
3	Interacting with clients	9	52.9%
4	Interacting with colleagues	1	5.9%
5	Interacting with management	4	23.5%
6	Participating in discussions	1	5.9%
7	Giving instructions	2	11.8%
8	Making orders	6	35.5%
9	Making complaints	3	17.6%
10	Handling complaints	7	41.2%
11	Presenting papers	1	5.9%
12	Chairing business meetings	1	5.9%

No	<i>Speaking competencies</i>	<i>Number of companies</i>	<i>percentage</i>
13	Giving trainings	1	5.9%
14	Making press conference	0	0%
15	Making business presentations	1	5.9%
16	Making invitations	1	5.9%
17	Negotiating	2	11.8%
18	Socializing at work	1	5.9%
19	Producing networks	1	5.9%
20	Making business reports	7	41.2%

As presented in Table VI, there are two competencies in Speaking skill which has the highest percentage, that is 'Telephoning' and 'Interacting With Clients'. They have the same percentage, it is 52.9%. The percentage of the competencies of 'Welcoming/ Receiving Visitors' and the competencies of 'Making Business Report' is the second highest of Speaking skill, it is 41.2%.

The lowest percentage is of Speaking Skill is 0% for the competency of 'Making Press Conference' ; and the second lowest in Speaking Skill is 5.9% for the speaking competencies are as follows: 'Socializing at Work' ; 'Presenting Papers' ; 'Giving Trainings' ; 'Chairing Business Meetings' ; 'Producing Network' ; 'Participating in Discussion'.

Table VII presents the competencies of English Listening skill and their percentages. There are seventeen competencies being used at work. Some of the competencies in Listening Skill are similar with the competencies in Speaking Skill, and even they have the same percentage, as in; 'Welcoming/ Receiving Guests' ; 'Telephoning' ; 'Interacting With Clients' ; 'Interacting With Management' ; 'Participating in Discussion' ; 'Negotiating and Socializing at Work'.

TABLE VII. RQ7. LISTENING COMPETENCIES

No	<i>Listening competencies</i>	<i>Number of companies</i>	<i>percentage</i>
1	Welcoming/ receiving guests	7	41.2%
2	Telephoning	9	52.9%
3	Interacting with clients	9	52.9%
4	Interacting with colleagues	1	5.9%
5	Interacting with management	4	23.5%
6	Participating in discussions	1	5.9%
7	Understanding instructions	15	88.2%
8	Receiving orders	17	100%
9	Receiving complaints	9	52.9%
10	Attending seminars	12	70.6%
11	Attending business meetings	9	52.9%
12	Attending press conference	11	64.70%

No	<i>Listening competencies</i>	<i>Number of companies</i>	<i>percentage</i>
13	Attending business presentations	16	94.1%
14	Receiving invitations	2	11.8%
15	Negotiating	2	11.8%
16	Socializing at work	1	5.9%
17	Understanding business reports	16	94.1%

Table VII shows that the competency in the listening skill which has the highest percentage (100%) is 'Receiving Orders'. The English competency of understanding instruction is the second highest in percentage (88.2%). While for the third higher percentage in listening skill is the English competencies of 'telephoning' and 'interacting with clients'.

The lowest percentage in listening skill in English used in work places is 5.9%, they are the competencies of 'interacting with colleague' ; participating in discussions, attending conference, and socializing at work.

TABLE VIII. RQ8. READING COMPETENCIES

No	<i>Reading competencies</i>	<i>Number of companies</i>	<i>percentage</i>
1	Understanding emails	17	100%
2	Understanding business letters	17	100%
3	Understanding sales contracts	6	35.5%
4	Understanding business docs	9	52.9%
5	Understanding memoes/ notes	7	41.2%
6	Understanding invitations	4	23.5%
7	Understanding manuals	7	41.2%
8	Understanding business proposl	4	23.5%
9	Understanding business report	7	41.2%
10	Understanding brochures	17	100%
11	Understanding financial reports	2	11.8%
12	Understanding CVs & resumes	4	23.5%
13	Understanding application letters	4	23.5%
14	Understanding minutes of meeting	7	41.2%

From those four language skills, Reading has the highest percentage, since some of its competencies are 100% used in the workplaces. They are: understanding emails, understanding business letters, and understading brochures. It means that those competencies are very important to be taught for students in tertiary higher education. The second highest is the English competency for 'understanding business documents'. There are three competencies in Reading Skill having the same percentage and becoming the third highest. It is 41.2%, and those competencies are as follows: 'Understanding Memoes/ Notes' ; 'Understanding Manuals' ; 'Undersatanding Minutes of Meeting'.

While the lowest percentage of the competency Reading Skill in English is the competency of 'Understanding Financial Report'. It is only 11.8%.

TABLE IX. RQ9. WRITING COMPETENCIES

No	<i>Writing competencies</i>	<i>Number of companies</i>	<i>percentage</i>
1	Writing business emails	17	100%
2	Writing business letters	15	88.2%
3	Writing sales contracts	6	35.5%
4	Writing business docs	7	41.2%
5	Writing memoes/ notes	1	5.9%
6	Writing invitations	1	5.9%
7	Writing manuals	1	5.9%
8	Writing business proposl	4	23.5%
9	Writing business report	7	41.2%
10	Writing brochures, leaflets, etc	6	35.5%
11	Writing financial reports	2	11.8%
12	Sumarizing oral presentation	3	17.6%
13	Filling forms	6	35.5%
14	Writing minutes of meeting	3	17.6%

The research result shows that competencies in English writing skill which have high percentages are: 'Filling Forms' ; 'Writing Business Emails' ; 'Writing Business Letters' ; 'Writing Business Report' ; and 'Writing Business Documents'. The highest percentage is the competency of 'writing business email' (100%), and the second highest percentage is 88.2% for the competency of 'writing business letters' .

There are some competencies in English Writing Skill which have the lowest percentage that is only 5.9%, they are: 'Writing Memoes/ Notes' ; 'Writing Invitations' ; and 'Writing Manuals'. The competency of 'Writing Finacial Report' is the second lowest in percentage from the English Writing Skill.

V. CONCLUSION

The result of the reseach shows the Receptive Skills are mostly used at work in Indonesia. It also shows that the highest use of the four English language skills at work is Reading and Writing Skill. The reseach result also shows that these two skills, Reading and Writing Skill require good level of English proficiency. Those skills are mostly used with their clients or with their business partners, and only very few of them use it to communicate with their colleagues.

This study also reveals the English competencies used at work. They are twenty competencies in English Speaking

Skills, seventeen competencies in Listening Skills, and fourteen competencies both for Reading and Writing Skill.

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