

Needs Analysis of Learning Material for French Language Courses for Special Purpose (FOS)

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Abstract

The purpose of this study is to analyze the need for teaching materials in French for specific purposes/*le français sur objectifs spécifiques* (FOS) in French Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. Research-based on the need analysis will certainly lead to curriculum development. Since curriculum is dynamic, teaching materials must also be up to date, namely that teaching materials must be relevant to the needs of graduates in the field. So that, it is important for the teacher to analyze the needs of teaching materials as a first step in developing teaching materials and curriculum. The research method used in this study is descriptive qualitative with data collection method in the form of questionnaires and documentation studies. The questionnaire is given to students who have taken FOS courses and alumni who work in the non-education field. The results of the data collection were analyzed descriptively by paying attention to the need for the achievement of learning objectives. The results of data analysis show that the teaching materials needed are more to language skills that will enable students to communicate in French in the field of tourism including the ability to make tourist travel brochures, to promote tourist areas, to introduce hotels with all available facilities, and to become tour guide.

Keywords: need analysis, teaching material, French for Specific Purposes.

Introduction

The success of a teaching will be determined by many factors, including the selection of teaching materials. Through teaching materials, it will be easier for the teacher to carry out learning and for the learners to learn. The accuracy of the selection of teaching materials for a teaching has a large impact on the success rate of the graduates. For this reason, teaching materials should be arranged according to the needs of learners, namely teaching materials that are in accordance with the characteristics and social environment of the learners, in particular when they enter the world of professionalism. Given that the accuracy of the selection of teaching materials in a teaching has a significant impact on the success rate of graduates, it is mandatory for teachers to continue to make teaching materials that are interesting, innovative, and responsive to the needs of graduates in the field or in the world of professionalism which is currently heading towards the fourth industrial revolution (4.0). Science will therefore continue to develop overtime and innovations in teaching materials will be the main necessity in the teaching process that must be carried out continuously to enable graduates to compete in the industrial revolution era of 4.0. In this regard, the writer as French lecturer in the French Language Education Study Program (hereinafter is stated as FLESP), Faculty of Languages and Arts (FBS), Jakarta State University (UNJ) will review teaching materials for French specific courses (hereinafter briefly stated as FOS) which will begin with a needs analysis to meet the needs of graduates who are ready to compete in the era of industrial revolution 4.0.

Reassessing the teaching materials in FOS courses along with curriculum development was conducted in FLESP. FOS (*Le Francais sur Objectifs Spécifiques*) is a specific language course in the S-1

Program of FLESP, FBS-UNJ. The FOS course in FLESP Study Program is 4 credits and is intended for third grade students in semester 5. In order to take FOS course, students are required to pass language courses at levels I and II namely *Réception Écrite I-IV, Production Écrite I-IV, Réception Orale I-IV and Production Orale I-IV*. Curriculum development conducted by FLESP has an impact on FOS courses as a specific language course which aim to prepare graduates to be able to use written and spoken French which equivalent to B2 in the fields of tourism, hospitality, and restauration. To produce graduates who are ready to compete in the era of industrial revolution 4.0, FOS courses become compulsory elective courses with 9 credits and divided into three courses namely *Tourisme I (3 credits), Tourisme II (3 credits) and Tourisme III (3 credits)* .

Theoretically, FOS as in English is known as ESP (English for Specific Purposes), is intended for learners who come from the same field of science and profession and learn specific French in order to support the field of science and profession. It is different from FOS as a language course in FLESP, which aims to equip graduates with French language knowledge and skills specifically in the field of hospitality, restauration, tourism to be able to compete in facing professional situations. Thus, FOS courses are used as provisions for FLESP graduates who will later work not in the academic field but rather towards professionals in the industrial revolution era 4.0. Departing from this explanation, the writer will try to revise the teaching material for the FOS course which begins with a needs analysis.

Based on the background stated above, the problems in this study are what French teaching materials are needed by students to work in the field of tourism and what language aspects are required. Thus the purpose of this study is to describe teaching materials in *Tourisme I, II, and III* courses as part of curriculum development in FLESP.

The ability of teachers to develop teaching materials is also regulated in the appendix from Minister of Education and Culture, number 16 of 2007, concerning Academic Qualification Standards and Teacher Competencies. Teachers must have pedagogical and professional competencies that are closely related to the ability of teachers to develop learning resources and learning materials (Suprihatiningrum, 2013). Meanwhile, needs analysis as a first step in the development of teaching materials must be carried out considering that it relates to market needs which has implications for input for the preparation of curricula for language teaching. Regarding the analysis of FOS teaching material needs, Carras, Tolas, Kohler and Szilagyi (2007) stated that:

“L’analyse des besoins consiste à recenser les situation de communication dans lesquelles les apprenants auront à utiliser le français dans le cadre de leur activité, ainsi que les connaissances et savoir-faire langagiers et professionnels que ces apprenants devront acquérir durant la formation” (p. 26-27)

Referring to what Tolas, et.al, said that needs analysis for French is specifically conducted to record various types of French communication situations that learners will use in their learning activities and record all language and professional knowledge and skills that must be achieved by learners during the learning process. To achieve this Catherine at al. (2007) also suggested making an analysis of the situation in the form of: with whom the learners would speak /use French?; in what context will learners speak French?; what should learners say, listen and understand?; what must be read and written by the learner and what tasks must be given to the learner so that he is able to use French properly according to the communication situation. Thus, in the process of needs analysis, many things must be considered.

It is explicitly stated that teaching FOS has its own characteristics, even the development of FOS programs must go through five stages as stated by Mangiante and Parpette (2004):

1. La demande de formation

In this first step what must be done is identifying the public (learner), learning objectives, target situation, learning time and even the costs needed. This stage is more focused on the organizer of the FOS program, not the FOS as a course as in FLESP Study Program.

2. L’analyse des besoins.

The second stage is related to the analysis of needs that must be done by institutions to record the various types of French communication situations needed by learners and record all the professional language knowledge and skills that must be achieved by the learners during the learning process.

3. *La collecte des données*

The third stage is related to data collection, namely that the institution must look for data or information about the needs of FOS. Through the information obtained, then various types of communication situations will be known to the public. In this stage, the institution also seeks discourses that are relevant to public needs.

4. *L'analyse des données*

After the data is collected, the FOS program organizers are faced with an analysis of various communication situations, cultural aspects, and professional language skills which will then be developed in accordance with the FOS teaching objectives.

5. *L'élaboration des activités*

The final stage for the development of the FOS program is to make or determine pedagogical activities that are in accordance with the communication situation, cultural aspects, and professional language skills and terminated at the achievement of learning objectives.

Considering that the FOS in FLESP is not an education or training program, but rather as a course, the term 'development of teaching materials' is more appropriate to be use than program development. Departing from this, the stages proposed by Mangiante and Parpette (2004), which were taken as a basis in this research, starting from the second stage, namely the analysis of needs and terminated in the elaboration of learning activities. To equip the research needs, the writer also involved several vocational high school (SMK) teachers who taught French in the field of tourism to help with the needs analysis process.

Method

This study uses a qualitative approach with descriptive methods. The stages of developing teaching materials refer to the stages proposed by Mangiante and Parpette (2004) which begin with '*des*' *des besoins, la collecte des données, l'analyse des donnée, l'élaboration des activités*. Data collection (*la collecte des données*) which is the second stage of the development of teaching materials according to Mangiante and Parpette as well as includes data collection techniques in this study, namely by using questionnaires and documentation studies.

The questionnaire was used to gather information about teaching materials needed for FOS courses and given to FLESP students who had taken FOS courses and to FLESP alumni who worked in tourism industry. Documentation studies as one of the qualitative data collection methods are used to analyse documents that are relevant to the research data.

Result and Discussion

Based on the results of the alumni questionnaire, it was found out that there were only three alumni working in the hospitality sector and two alumni in the tourism industry. While to obtain representative data, there are many / enough alumni who work in the field of tourism. The role of the alumni is expected to be able to provide input on FOS learning materials that are appropriate to the needs in the field. With the lack of alumni working in the field of tourism, this is what causes this study to involve vocational teachers because at least they have academic experience in teaching French in the field of tourism in vocational schools.

Referring to the condition mentioned, it is clear that the results of the alumni questionnaire did not provide significant results because of the limited number of alumni who work in the tourism industry therefore it becomes an obstacle in this study. The alumni questionnaire contained questions and suggestions as input for the FLESP to develop FOS material.

With regard to the urgency of the FOS course in the FLESP curriculum, all students who filled out the questionnaire said that the FOS course was very important as specific French course that would equip students with French language proficiency in tourism. In addition, students also realize that by following the FOS course there are more linguistic features that they get so that it has a significant influence on the development of French language skills. The difficulties they encountered while taking FOS courses were generally related to teaching materials that were not balanced with direct practice in the field. According to them the FOS course which is actually a skill development course is not mere theoretical exposure, but rather focuses on practice in the field so that students are able to communicate French in the field for example in the practice of being a tour guide.

From the results of questionnaires, students and alumni considered that the most focused language skill is speaking skill; the percentage is very significant at 65%. Speaking skill is the most important skill in FOS courses and then followed by writing skill. The reason students choose speaking skill as a skill that must be prioritized in the FOS course is because speaking skill is considered as a benchmark for being able to communicate verbally in the world of professionalism. They also added that speaking skill was the first to use in the work place; other skills were only as supporters.

Regarding linguistic knowledge which supports the skills, students and alumni commented that vocabulary, grammar, and specific French expressions to express the function of language are considered as supporting knowledge which is also important in improving speaking skill. For this reason, in developing FOS teaching materials, students stated that the needs they have conveyed in the questionnaire can be identified so that the learning objectives can be achieved.

To overcome the limitations of data obtained from the questionnaire, the writer invited several French vocational teachers in DKI Jakarta who taught French in the field of tourism. Of course the participation of vocational teachers can provide input on the French language skills needed in the field or the world of professionalism. From the results of questionnaires and documentation studies, mapping of French language materials in tourism was conducted which led to the following achievements of oral and written French language competences:

- Having knowledge of tourist attractions and being able to convey information related to tourist attractions.
- Having the ability to introduce and describe a tourist attraction along with its route.
- Having the ability to compile a travel package / brochure and promote it.
- Having the ability to promote tourist areas in their own country.
- Having the ability to promote tourist areas in other countries.
- Having oral communication skills in introducing a hotel with all available facilities.
- Having oral communication skills to welcome hotel guests.
- Having the ability to submit claims for hotel services.
- Having the ability to describe the condition of the hotel such as the type of room, room comfort, and other hotel facilities.
- Having knowledge of the competencies that must be owned by a tour guide (*savoir-être, savoir and savoir-faire*).
- Having the ability to become a tour guide in French.
- Having knowledge to mention and describe types of tourism.

The competency mapping will be used as a reference for developing teaching materials in FOS courses at FLESP which is divided into three parts, namely *Tourisme I, II and III*. There is still a need to review the mapping of tourism teaching materials so that all of these competencies can be contained in *Tourisme I, II and III* courses as compulsory elective courses. All of these competencies must be equipped by linguistic aspects which also have an important role in language teaching and learning.

Conclusion

Conducting a needs analysis for the development of teaching materials is not an easy job to do. This is because the needs analysis is related to the real conditions, namely the needs of graduates in the work place. Ideally, the success of needs analysis for the development of teaching materials depends on the contribution of graduates who understand better about the real condition in the work place. Apart from that, the results of the needs analysis must always rely on logical outcomes but do not negate expectations. For that, purposes and expectations must be aligned so that the initial analysis is needed in the form of language components used, the material covered, and with whom the learner will use this language, where this language will be used, and when this language will be used. It is also pertinent to have collaboration with experts or professionals according to their field of study. Through experts assistance, the development of teaching materials carried out will be more in line with the situation needed and will reach the target quicker.

Acknowledgment

The writer would like to thank the UNJ research institute, the the Dean of FBS, Dr. Liliana Muliastuti, M.Pd, and Vice Dean I, Dr. Ifan Iskandar, M. Hum, for the support given to the writer. Acknowledgments are also addressed to friends of French Language teachers at DKI Jakarta Vocational Schools who have contributed to this study with all the input given during the discussion process. The writer hopes that this study can be useful especially for the writer herself for self-improvement, in terms of improving knowledge regarding research, and the quality of teaching French, especially in FOS courses

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