

Aligning English with Design Practice: An ESP Needs Analysis for VCD Graphic Design Students

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Abstract

ESP learning materials are needed to be taught for specific programs like Visual Communication Design (VCD) Graphic Design to prepare the students in the work demands. However, the general English still applied in the specific program without considering students' needs. This study aimed to identify the target and learning needs of tenth grade graphic design students in the VCD program. The participants consisted of 33 students and an English teacher in VCD Graphic Design program selected through purposive sampling. This study was a mix-method research design where the data were collected through questionnaire and interview. The collected data analyzed by using descriptive statistics and thematic analysis. The findings indicate that students prioritize technical vocabulary related to design software, such as Adobe Illustrator, Adobe Photoshop, and CorelDRAW and show interest in procedure-related design tasks, particularly to support their listening skills. Therefore, the English teacher expected to develop relevant learning materials to address students' needs. However, this study had several limitations, for instance limited number of participants and only focused on the students' and teacher's preferences rather than observations. Therefore, the future studies are recommended to have large participants and observe the classroom implementations.

Keywords: Needs Analysis; English for Specific Purposes; Visual Communication Design; Graphic Design

The primary purpose of vocational high school (VHS) is to prepare vocational students for the working environment, capable of enhancing global competitiveness, and level up students' professional development communication (Setyowati et al., 2025). VHS students expect that the specific program taken by them in VHS will guide them into the target workplace or desired workplace. Most big local and international companies are seeking to hire employees who have good communication skills, especially fluent in English as the global

language to have effective communication with the clients (Astuti & Nurjanah, 2023). Oral skills take an essential part but it should be strengthened with writing skills. In other words, VHS students should have strong communication in English, including master oral and written skills (Fitriani & Ilyas, 2019). It can be seen that career opportunities are wide and it has big possibilities to use English as a language to communicate with the clients. Thus, English is needed to learn for VHS students based on their specific vocational program to

prepare them for the workplace demands. In other words, English in VHS is taught as a practical skill to support students' vocational competencies and prepare them for job-related communication, making it different from English learning in general senior high schools. Education in Indonesia realizes that English is essential for supporting students' communication development in entering the global demands. Therefore, the current curriculum used in Indonesia or called as Merdeka curriculum emphasizes that English is one of the courses that has been developed and should be developed based on the specific program context ([Kementerian Pendidikan Dasar & Menengah, 2025](#)). The Directorate of VHS under the directorate general of primary and secondary education under the ministry of education facilitates VHS students to get the foreign language competency certificate ([Kementerian Pendidikan Dasar & Menengah, 2025](#)). Thus, the government's curriculum regulation serves as clear evidence that English is a subject that is officially supported and encouraged for students to learn.

Visual Communication Design (VCD) is a vocational program that offers global work prospects for VCD students. Generally, VCD refers to the tools that can be used to deliver the messages to the general public through several kinds of media ([Elisabeth et al., 2018](#)). VCD is a broader field that encompasses various forms of visual media, such as graphic design and printing technology. It supported the previous study that VCD program explores multiple concentrations in Indonesia ([Saputro & Savitri, 2025](#)), where one of the specific concentrations is graphic design. The focus of VCD Graphic Design is typography, illustration, layout, and photography. VCD Graphic Design offers essential materials that are strongly connected to the User Interface (UI), User Experience (UX), and various graphic design materials. Thus, VCD Graphic Design students have the possibility to meet local and international clients in their future work ([Saputro & Savitri, 2025](#)).

Therefore, to facilitate well-prepared communication, English teachers need to prepare and develop tailored to each VHS program ([Albiansyah & Minkhatunnakhriyah, 2021](#)), especially for the concentration of graphic design. In order to meet the program's specific objectives, English learning materials in VHS applied under ESP approach rather than general English like taught in senior high school ([Asmin, 2019](#)). The goal of ESP is to guide students to attain the objectives in preparing their skills to enter the job market aligned with their vocational program ([Hutchinson & Waters, 1987](#)). Materials are essential things that affect the effectiveness of the program because the main objective of the materials is helping the students to learn language ([Tomlinson, 2011](#)). Therefore, teaching English in VHS demands different learning materials and methods. In this regard, designing and preparing well-structured English learning materials may be crucial for English teachers in VCD Graphic Design ([Asmin, 2019](#)). English teachers have to do analysis before designing and developing English learning materials. Needs analysis is generally defined as a set of procedures used to collect information related to students' needs ([Richards, 2001](#)). Needs analysis is an essential part as a plan for the curriculum development. Needs analysis is required to cover target needs and learning needs ([Hutchinson & Waters, 1987](#)). Additionally, ESP is strongly connected with the needs analysis because it demands teachers to know students' needs before practicing ESP in the classroom ([Carter & Nunan, 2001](#)). In other words, needs analysis is known as the core feature of ESP, in which it serves as a feature to help determine the specific needs of students based on the goal of the course requirements ([Hajar & Triastuti, 2021](#)). It is aligned with the Richards (2001, as cited in [Mohammed & Nur, 2018](#)) that analysis of students' needs is the beginning of ESP. In other words, needs analysis is the most important aspect as a part of ESP compared to other types of English teaching. This analysis

is often referred to as a means of solution in addressing the issues in the ESP teaching ([Albiansyah & Minkhatunnakhriyah, 2021](#)).

Numerous studies have been conducted to discuss needs analysis of VHS students in learning English under ESP approach. While previous studies have explored needs analysis of students in VHS, there is still limited research for VCD programs focused on graphic design. Only a few studies that delve into the result of students' needs analysis in VCD programs. Previous study analyzes in depth different results between teachers' beliefs and teachers' practices on how to teach English for VHS students. It shows that English teachers in VHS understood that ESP should be applied for VHS students but English teachers were not able to practice it into English class ([Rajabi, 2017](#)). It may not seem like a big deal but it can affect students' communication skills after graduating from the school and entering the workforce. Moreover, earlier studies restricted VCD students' needs analysis like the research conducted by Saputro and Savitri ([2025](#)), shows that VCD students in Indonesia prefer interactive language learning within the meaningful tasks especially for speaking skills in order to prepare themselves to communicate professionally. However, the study was limited to explore students' needs without extending to the development of instructional materials. It is aligned with the study done by Wijayanto et al. ([2023](#)) that the researchers didn't develop the instructional materials that align with the industry demands for VCD students, even though both VCD students and graduates acknowledged the importance of having materials specifically tailored to such requirements.

Unfortunately, the gap mentioned before occurs in VCD Graphic Design in SMK Raden Umar Said (RUS) Kudus. The VCD Graphic Design English teacher in SMK RUS believed that learning materials under ESP approach is implemented to the students until the researcher found that the learning materials didn't fit the VCD Graphic Design program.

It shows that the actual materials used in the classroom remains largely general English. In this program, English has a unique role as it is closely related to design terminology, software instructions, and access to creative resources, which may require different learning needs compared to other vocational fields. Therefore, this study aims to describe needs analysis of VCD Graphic Design students, which cover the target needs and learning needs. This study is theoretically significant as it extends the review literature of needs analysis of students in VCD Graphic Design programs that has limited attention in the previous studies, particularly related to the learning needs. While practical, it will serve as the references for English teachers in developing ESP-based textbooks for tenth grade VCD Graphic Design programs. To delve deeper into the topic of this study, the researchers address the following research questions: (1) What are the target needs of tenth grade VCD Graphic Design students? (2) What are the learning needs of tenth grade VCD Graphic Design students?

English for Specific Purposes

ESP is strongly connected with the needs analysis because it demands teachers to know students' needs before practicing ESP in the classroom ([Carter & Nunan, 2001](#)). Thus, ESP can be also interpreted as "context-reduced" language ([Hyland, 2022](#)). In addition, ESP can be viewed as an English language teaching firmly grounded in a descriptive foundation for pedagogic materials ([Hyland, 2022](#)). In ESP, the students become a language learner that is engaged with several contexts such as academic, professional or occupational objectives, and who use English as a means to support them in achieving those objectives ([Basturkmen, 2010](#)). ESP focuses on when, where, and why the learners need the English language either in the education or workplace setting. ESP can be assured that several questions emerged in the context of ESP for instance what skills students need, what genre are students need to master, and

for what purposes they need to do that ([Carter & Nunan, 2001](#)). The questions demonstrate clear relevance and intellectual value because ESP learners learn English to acquire a different set of skills where it means that they are not learning English as general education ([Starfield, 2016](#)).

English in VHS is not only the subject but also plays an important role in selecting material to raise awareness of students' skills ([Inderawati et al., 2021](#)). English in VHS is different from English as the subject in senior high school ([Mulyah & Aminatun, 2020](#)). It emphasizes the experiences to prepare students for future careers based on the program. Students in VHS demand to compete with other workers from all over the world, therefore, VHS students have to acquire the necessary skills for the workforce/job market ([Annisa et al., 2023](#)).

Realizing that English-skills in VHS is crucial and essential, teachers need to focus on developing the material, methods, and strategies to teach English for specific purposes. It is necessary for teachers to provide materials that describe the terms in specific majors, for instance in engineering, tourism, health, and others ([Mulyah & Aminatun, 2020](#)).

Needs Analysis

Needs analysis is generally defined as a set of procedures used to collect information related to students' needs ([Richards, 2001](#)). Needs analysis is an essential part as a plan for the curriculum development. It is consistent with the statement, needs analysis is a common procedure in language planning ([Nunan, 1988](#)). While Brown ([2016](#)) stated that needs analysis is the second step, in which it is important because it is used in a process of developing and understanding the course. Moreover, needs analysis involves obtaining two kinds of information: the students in the beginning of the program and students' expectation as the outcome in the end of the program ([Hall, 2016](#)). The use of needs analysis has become widespread since The Council of Europe's

modern language project adopted it and served as a beginning step in designing the language curriculum. Starfield ([2016](#)) mentioned that needs analysis is a continuous process where it wasn't used once. The users of needs analysis should monitor and review the students' needs in the course of time.

Needs analysis is known as the core feature of ESP, in which it serves as a feature to help determine the specific needs of students based on the goal of the course requirements ([Hajar & Triastuti, 2021](#)). It is aligned with the Richards ([2001](#), as cited in [Mohammed & Nur, 2018](#)) that analysis of students' needs is the beginning of ESP. In other words, needs analysis is the most important aspect as a part of ESP compared to other types of English teaching. This analysis is often referred to as a means of solution in addressing the issues in the ESP teaching ([Albiansyah & Minkhatunnakhriyah, 2021](#)).

In terms of ESP needs analysis, the needs analysis is divided into two types, target needs and learning needs. Target needs has three classes including necessities, lacks, and wants ([Hutchinson and Waters, 1987](#) as cited in [AbdulRaheem Al-Malki et al., 2022](#)). Necessities refers to what students need to master for the target situation. Necessities categorized as an objective need due to the generalization of the analysis. In other words, it can be assumed to apply for many learners, not only an individual ([West, 1994](#)). The second-class lacks, in which it used to refer to the gap between what students already know and what students need. Last class wants, which means what students want to learn in English language learning. This class of target needs can be called as subjective needs because it takes as a personal need ([West, 1994](#)).

Meanwhile, learning needs is the second type of needs analysis, which refers to the needs related to how learners achieve the goals. In other words, this term is defined as the process and ways of how the students learn the language. Some aspects are included in the learning needs such as the students'

information, the time and location for ESP course, and students' motivation in learning language ([Hutchinson & Waters, 1987](#)). In line with this, Nunan ([1988](#)) extends the meaning of learning needs within the learner-centered curriculum. Nunan ([1988](#)) classifies learning needs into five key elements such as input, procedure, setting, teachers' and learners' role. Input is the learning resources that learners are exposed to during the language learning process. The second element, procedure, is defined as learning activities that students engage with the input. While setting is about the social context or representation of the learning process will occur. Then, teachers' and learners' roles are representative of students' expectations about the role of teachers and themselves during the learning process. These classifications of learning needs represent students' subjective preferences at the beginning of learning activities.

VCD Graphic Design Program

Visual Communication Design (VCD) is a vocational program in a Vocational High School (VHS). Generally, VCD refers to the tools that can be used to deliver messages to the general public through several kinds of media ([Elisabeth et al., 2018](#)). Regarding this general definition, this vocational program focuses on developing the students' ability in processing visual elements to deliver interesting, communicative, and meaningful messages. According to Kusrianto ([2007](#)), VCD is an academic discipline that aims to study the concepts of communication visually by managing graphic design elements such as shape and images, typography, color compositions, and design layout, so that ideas can be received by the intended audience. Meanwhile, Frascara ([2004](#)) categorizes VCD as an interdisciplinary field that combines social science, art, technology, and craft. Graphic design is an example of a course in a VCD program and can also serve as a specific concentration within it. The focus of graphic design is typography, illustration,

print, and photography. However, Harland ([2011](#)) argues that there has been a significant shift in the way graphic design is interpreted. In contemporary thinking, graphic design is viewed as a communication activity that serves social, cultural, and economic purposes, incorporating idea generation, image creation, word interpretation, and media realization. Thus, VHS in Indonesia has developed graphic design as a concentration within VCD programs to narrow students' learning focus. This specialization allows students to develop in-depth skills in visual design, preparing them for professional careers in the creative industry.

Method

This study employed a mix method design, combining quantitative and qualitative research design to gain deeper information regarding students' needs ([Creswell, 2014](#)). The quantitative data was collected through survey, while interview guidelines used for collecting qualitative data. This study took place in a vocational high school in Kudus, Central Java in November 2025 and was conducted in two sessions. The participants of this study were tenth grade students of VCD Graphic Design with a total of 33 students and an English teacher for the VCD Graphic Design program. The English teacher has been teaching English for 20 years within 5 years in the VCD Graphic Design program. The participants were selected using purposive sampling as they were considered the most appropriate and accessible for the needs analysis.

The instruments used in this study were questionnaire and semi-structured interview. These instruments would be able to collect enrichment information to achieve the main objectives of this study, describe the VCD Graphic Design students' target and learning needs in the VCD Graphic Design program. First, the researchers generated a questionnaire with a number of questions representing the target needs and learning needs of students proposed by [Hutchinson and Waters \(1987\)](#) and [Dudley-Evans and St John \(1998\)](#). Then

it was distributed to the students while the semi-structured interview was employed to get supporting information through the English teacher. The needs analysis questionnaire and interview guidelines were validated by the expert judgement to ensure its content validity.

The collected data from the quantitative data were analyzed by using descriptive statistics, which focused on measuring the frequencies and percentages. While the data obtained from the interview were analyzed by using qualitative data analysis, following three steps proposed by Miles et al., (2014) including data reduction, data display, and conclusion drawing.

Result and Discussion

The needs analysis questionnaire yielded several significant findings regarding the target needs of VCD Graphic Design students, encompassing their English proficiency levels, required skills, necessary learning materials, and workplace situations demanding English use (see Table 1).

Table 1. Necessities of VCD Graphic Design Students in Learning English

Indicator	Response	f	%
Target	A2 (Elementary)	6	18.2%
English proficiency level	B2 (Upper-Intermediate)	13	39.4%
Required English skills	Listening for skill for software design instruction	27	81.8%
	Reading skill for design related texts	23	69.7%
	Speaking skill for presenting the design project	19	57.6%
	Writing skill for design descriptions	15	45.5%
Necessary English learning materials	Software guidance	26	78.8%
	Design tutorials	23	69.7%
	Product descriptions	20	60.6%
Situations requiring English in the workplace	Working with international clients	32	97%

In terms of English proficiency level, the majority of students (39.4%, n = 13) identified B2 (Upper-Intermediate) as the target proficiency

level required in their professional field, while 18.2% (n = 6) indicated A2 (Elementary) as sufficient. This suggests that most students are aware that a relatively advanced level of English competence is expected in the creative industry, particularly for communicating with international stakeholders.

Regarding required English skills, listening emerged as the most prioritized skill, with 81.8% (n = 27) of respondents indicating the need for listening skills specifically for following software design instructions. This was followed by reading skills for design-related texts (69.7%, n = 23), speaking skills for presenting design projects (57.6%, n = 19), and writing skills for composing design descriptions (45.5%, n = 15). The ranking of these four skills reflects the task-based nature of the VCD Graphic Design program, where students predominantly engage in receptive skills — listening and reading — to acquire technical knowledge, while also needing productive skills for professional communication purposes.

With respect to necessary English learning materials, software guidance was identified as the most needed material by 78.8% of respondents (n = 26), followed by design tutorials (69.7%, n = 23) and product descriptions (60.6%, n = 20). These findings indicate that students require English learning materials that are directly relevant to their vocational domain, reinforcing the importance of integrating ESP principles into the instructional design of the course. Finally, concerning workplace situations that require the use of English, working with international clients was overwhelmingly identified as the most prominent context, with 97% of respondents (n = 32) selecting this item. This near-unanimous response strongly underscores the professional significance of English proficiency in the VCD Graphic Design field, particularly as the creative industry increasingly operates within a global marketplace. This finding further justifies the development of an ESP-based course tailored

to the specific communicative demands of VCD Graphic Design students.

The English teacher stated in the interview that the students' target English proficiency level at the end of tenth grade should be B1 (intermediate), which was different from the students' answer in the questionnaire. Differences also emerged in the responses regarding required English skills. The English teacher reported about English proficiency skills and required speaking skills as below:

"The students are expected to be able to communicate in simple terms for describing things related to the VCD Graphic Design"

"The students strongly need speaking skills to presenting their project but still involve four skills there"

While regarding the materials, the English teacher stated that:

"The English teacher follow the productive course like describing logo"

While regarding the situation required for the workplace, the English teacher stated that tenth grade VCD Graphic Design students have not yet prepared for those kinds of situations.

"The situations like preparing the portfolio and looking for the references will be taught in the eleventh grade"

Target needs also cover lacks, which refer to the difficulties faced by students during English learning. Table 2 below illustrates the findings concerning lacks, while Table 3 presents the results related to students' wants.

Table 2. Lacks of VCD Graphic Design Students in Learning English

Indicator	Response	f	%
Listening difficulties	Difficulty understanding fast speech	28	84.8%
Speaking difficulties	Limited mastery of grammar	26	78.8%
Reading difficulties	Limited vocabulary comprehension in reading texts	20	60.6%
Writing difficulties	Difficulty in choosing appropriate vocabulary	24	72.7%

Table 2 shows the lacks, or learning difficulties, experienced by VCD Graphic Design students across the four English

skills. In terms of listening, the majority of students (84.8%, n = 28) reported difficulty in understanding fast speech, making it the most frequently encountered challenge overall. For speaking, 78.8% (n = 26) of students indicated limited mastery of grammar as their primary obstacle. In writing, difficulty in choosing appropriate vocabulary was identified by 72.7% (n = 24) of respondents, while in reading, limited vocabulary comprehension in design-related texts was reported by 60.6% (n = 20) of students. These findings collectively suggest that vocabulary and linguistic accuracy constitute the core challenges faced by students, highlighting the need for targeted language support within the ESP course.

Most of the students' answers were related to the English teacher's statement regarding the difficulties in learning English. The English teacher mentioned that:

"The students difficult to understand the different accent like British and American accent"

"They also have limitation of vocabularies and grammar"

Table 3. Wants of VCD Graphic Design students in learning English

Indicator	Response	f	%
Preferred English learning topics	Photography	26	78.8%
	Social media	26	78.8%
	Logo	21	63.6%
Learning styles	Kinesthetic	12	36.4%
	Visual	9	27.3%
	Auditory	9	27.3%
English skills to improve	Speaking skills	27	81.8%
	Writing skills	22	66.7%
	Listening skills	19	57.6%
	Reading skills	19	57.6%

Table 3 presents the wants of VCD Graphic Design students in learning English, encompassing their preferred topics, learning styles, and skills they wish to improve. Regarding preferred learning topics, photography and social media were equally favored by the highest number of students (78.8%, n = 26 each), followed by logo-related content (63.6%, n = 21), all of

which reflect the students' vocational interests and daily professional exposure. In terms of learning styles, kinesthetic learning was the most preferred approach (36.4%, n = 12), while visual and auditory styles were equally selected by 27.3% (n = 9) of respondents each, suggesting that students generally favor hands-on, activity-based learning experiences over passive reception of information. As for the English skills students wish to improve, speaking was ranked as the top priority (81.8%, n = 27), followed by writing (66.7%, n = 22), and both listening and reading skills equally (57.6%, n = 19 each). These findings indicate that students place greater emphasis on developing productive skills, particularly speaking, which aligns with their professional need to communicate effectively in English within the creative industry context.

Regarding the topic, the English teacher gave it back to the students with the answer as stated below:

"The topics follow the productive course but I also make an offer. For instance, offering techniques for capturing or recording the object. The students select six techniques out of eleven techniques " Based on the interview data, the students tend to prefer visual and auditory learning styles as shown in the teacher's explanation below:

"...both visual and auditory, because of the advancement of technology. They can access (the materials) everywhere"

While related to the English skills to improve, the English teacher remained stable with required English skills previously.

"They (the students) are likely to improve their speaking and writing skills because they need to prepare themselves for the final test, in which they will write the report of their product and present it to the teachers. Then followed by reading and listening skills"

These findings highlighted that the students require English skills that were closely related to the graphic design context. Both questionnaire and interview data supported the findings that the students need to improve their English skills to achieve the target of proficiency levels, in order to prepare well for oral and written communication skills and

addressed their difficulties for each skill.

Learning Needs

The findings of learning needs revealed that the students expected authentic English learning sources such as instructional videos and visual learning sources such as poster, graphic, and image and engaging activities that were closely related to the VCD Graphic Design program. The students preferred to be evaluated through projects that aligned with the program as a part of the preparation process in entering the professional world. Table 4 showed the students' learning needs in the context of English learning for the VCD Graphic Design program.

Table 4. Learning Needs of VCD Graphic Design Students in Learning English

Indicator	Response	f	%
Learning re-sources	Instructional videos	24	72.7%
	Image, poster, and graphic	19	57.6%
Preferred listening input	Short conversations between designer and client	26	78.8%
	Project descriptions	19	57.6%
Preferred speaking input	Speaking practice using vocabulary and expressions related to design	26	78.8%
Preferred reading input	Reading visual texts	23	69.7%
Preferred writing input	Vocabulary for writing texts	28	84.8%
	Professional email writing for clients	21	63.6%
Preferred learning activities	Viewing and understanding tutorial videos	20	60.6%
Preferred tasks	Designing posters in English	18	54.5%
Preferred learning interaction	Small groups	25	75.8%
Teachers' role	Providing guidance and explaining the materials	27	81.8%
Students' role	Creating product and doing project	21	63.6%

Table 4 presents the learning needs of VCD Graphic Design students in English learning. The findings indicate that students preferred instructional videos (72.7%) and image, poster, and graphic-based materials (57.6%) as their primary learning resources. For skill-specific inputs, vocabulary for

writing texts was the most favored writing input (84.8%), followed by short conversations between designer and client for listening (78.8%), speaking practice using design-related vocabulary and expressions (78.8%), and reading visual texts (69.7%). In terms of learning activities and tasks, students preferred viewing and understanding tutorial videos (60.6%) and designing posters in English (54.5%). Regarding classroom dynamics, small group interaction was the most preferred learning arrangement (75.8%), with students expecting teachers to provide guidance and explain materials (81.8%), while envisioning their own role as creators of products and projects (63.6%). Overall, these findings reflect a strong preference for visually oriented, vocationally relevant, and activity-based English learning experiences that align closely with the professional demands of the graphic design field.

The teacher's explanation showed that the students preferred to do small groups for finishing the project. Nevertheless, the teacher also mentioned individual task as followed:

"The students ask to do it in small groups, for several tasks such as describing things will do individually"

Based on the questionnaire and interview data, the teacher should develop more relevant learning resources for the students who preferred learning procedure-related to the design, particularly to understand and create step-by-step design tutorials and instructions related to graphic design activities. Considering the input for each skill was essential to achieve the learning objectives at the end of the course.

Target Needs

Target needs has three classes including necessities, lacks, and wants ([Hutchinson and Waters, 1987](#), as cited in [AbdulRaheem Al-Malki et al., 2022](#)). The researchers divide four necessities indicators such as target English proficiency levels, required English skills, necessary English learning materials, and

situations requiring English in the workplace. In terms of target English proficiency levels, the students report B2 (upper-intermediate) as the highest selected answer, followed by A2 (elementary) and C1 (proficient). The students expect to achieve B2 level by the end of tenth grade, meaning they hope to understand complex texts and communicate with native speakers. Meanwhile, the English teacher states that the target by the end of tenth grade is B1 (intermediate), referring to students being able to use English for daily communication, express their experiences, and share their opinions or ideas. In VHS, English is implemented under the Merdeka Curriculum, which emphasizes VHS students to communicate in the workplace ([Kementerian Pendidikan Dasar dan Menengah, 2025](#)). The differences between the students' answers and the English teacher need to be highlighted because it will affect the vocabularies involved in the learning materials. The English teacher's perception also aligned with the previous study which emphasized that VHS students should achieve intermediate level ([Albiansyah & Minkhatunnakhriyah, 2021](#)).

Regarding required English skills, listening skills have become the first required skill to be learned in the classroom. The students need to listen to instructions in design software in English, followed by reading texts related to design, presenting product reports, and writing descriptions about design. However, the interview data shows that the English teacher reports speaking skills as the most required skill in ESP, followed by others, because the students need to present their report at the end of tenth grade. The English teacher's perception is aligned with previous studies, which identify speaking skills as the most required English skills for students and graduates of the VCD program ([Albiansyah & Minkhatunnakhriyah, 2021](#); [Wijayanto et al., 2023](#); [Saputro & Savitri, 2025](#)). These findings show that speaking skills could be prioritized in learning English as they are the most needed for professional communication,

such as discussion and presentation in front of clients. While related to the students' response in this study, it contrasts with a previous study, particularly regarding the importance of listening skills, which reported that listening skills were placed as third priority among English skills and served as a supportive rather than primary skill ([Wijayanto et al., 2023](#)).

Regarding the learning materials, the findings reveal three materials to be involved: software guidance, design tutorials, and product descriptions. In terms of software guidance, the students expect to get materials about procedures for using several software tools for design, such as Photoshop and Adobe Illustrator. Regarding design tutorials, the students expect to learn how to design posters, advertisements, logos, and others. In addition, product descriptions are relevant to graphic design because the students can describe their own or others' products. This is aligned with the English teacher's statement that the learning materials for the VCD Graphic Design program follow the productive program course, covering logos, typography, posters, and similar content. Previous study has supported these findings, reporting that learning content should be industry-oriented and that ESP is an appropriate English language approach for the VCD program ([Wijayanto et al., 2023](#)), preparing students for the workplace.

Concerning the situations requiring English in the workplace, the most selected response is working with international clients. The students need to learn English to improve their communication skills, especially with international clients, as the scope of work for graphic design is extensive and enables them to gain international clients. However, the English teacher reports that situations like preparing portfolios and looking for references have not yet been provided to tenth-grade students, as these will be introduced in eleventh grade. Therefore, the English teacher and the institution should consider the students' needs in terms of preparing them for both workplace communication and the immediate use of

English in design-related learning contexts, such as software instructions and tutorials. These findings are in line with previous studies indicating that English is employed for communicating with clients in workplace settings ([Wijayanto et al., 2023](#)).

Regarding lacks as part of target needs, the findings show that students have difficulty in listening skills, particularly in listening to fast speech, as they struggle to catch vocabulary when dialogues are played too quickly, making it difficult to understand key information and overall messages. Moreover, students face difficulties in mastering grammar in speaking, which can affect their confidence when expressing ideas or presenting products. This is consistent with the English teacher's statement that it is difficult for students to be proficient in grammar and vocabulary ([Saputro & Savitri, 2025](#)).

In regard to reading skills, students find it difficult to understand the meaning of vocabulary in English texts related to graphic design. Several students report that unfamiliar words often prevent them from comprehending the overall meaning of texts, indicating that limited vocabulary knowledge significantly affects their reading comprehension in the graphic design context. These findings are almost similar to the students' difficulties in writing skills, where limitation of vocabulary knowledge has become a main problem. Students find it challenging to choose appropriate vocabulary when writing in English. The difficulties in each skill indicate the gap between students' current ability and the demands of English learning and the workplace. These findings strongly align with previous studies, which emphasize that students faced difficulties in choosing appropriate vocabularies related to design ([Saputro & Savitri, 2025](#)).

Another part of target needs is the students' wants in learning English, consisting of preferred topics related to graphic design, preferred learning styles, and preferred English skills to be improved. The three most desired

topics are photography, social media, and logos, which represent students' interests and are considered relevant to future professional work. The English teacher recognizes that the topics follow the regulation from the productive program course, though the teacher sometimes offers materials related to graphic design to achieve learning objectives. This is in agreement with earlier findings highlighting that VCD students preferred design-related topics, including tutorial videos and visual materials ([Saputro & Savitri, 2025](#)).

In terms of learning styles, several students prefer to learn English in a kinesthetic or hands-on way, which allows them to carry out meaningful projects aligned with the graphic design program. Other students prefer visual and auditory resources, where visual learning through images, posters, and infographics helps them understand materials clearly, while auditory learning through instructional videos, dialogues, and short speeches supports pronunciation development. The English teacher's statement aligns with these findings, confirming that students prefer visual and auditory learning styles. The advancement of technology may be a contributing factor, enabling students to learn English using smartphones and various platforms. Previous study reported similar findings related to VCD students' learning styles, highlighting that visual and kinesthetic were the most selected responses, where visual learning dominated due to students' design background while kinesthetic learning was chosen because it involved project-based activities over reading-heavy instruction ([Saputro & Savitri, 2025](#)).

Regarding English skills to be improved, both the questionnaire and interview data report that speaking skills are the most important to improve, as students need to present their projects — consistent with the English teacher's expectation that students present their products and write reports. Writing skills are also identified as important to improve in order to prepare

students for writing product descriptions in their reports ([Wijayanto et al., 2023](#); [Saputro & Savitri, 2025](#)). The English teacher highlights that all skills are important to be improved. The findings related to target needs reveal noticeable differences in responses between the VCD Graphic Design students and the English teacher regarding necessities, lacks, and wants. This discrepancy highlights the importance of involving students in the process of developing learning materials, as aligning the teacher's understanding with students' actual needs can improve the relevance and effectiveness of learning materials in meeting both learning objectives and future career contexts ([Hutchinson & Waters, 1987](#)).

Learning Needs

Learning needs is the second type of needs analysis, referring to the needs related to how learners achieve their goals, defined as the process and ways students learn the language ([Hutchinson & Waters, 1987](#)). Nunan (1988) classifies learning needs into five key elements: input, procedure, setting, and teachers' and learners' roles. Regarding input, the findings reveal that students prefer instructional videos and visual learning resources such as images, posters, and infographics. The English teacher confirms that instructional videos are sometimes used in classroom implementation, sourced from YouTube. For listening, students prefer short conversations between designers and clients and project descriptions. For speaking, students prefer practicing using vocabulary and expressions related to design. For writing, students prefer meaningful input such as writing professional emails for clients using design-related vocabulary. For reading, students prefer visual texts such as images, posters, and infographics. These responses reflect students' awareness of enriching technical terms relevant to the VCD program. Previous studies highlighted similar findings, that ESP should consist of technical terms related to assignments in graphic design programs to enable students to understand

contents effectively ([Agustina, Sinaga, & Murtopo, 2023](#)). Furthermore, involving technical terms and authentic materials related to the specific program enhances students' employability ([Santika, Wirza, & Emilia, 2022](#)).

Regarding procedure, the most helpful and engaging activities reported by students are viewing instructional videos and understanding overall meaning, while designing posters in English is the most preferred task form. These findings show that VCD Graphic Design students prefer interactive activities relevant to the graphic design context, which is strongly connected with prior studies underscoring that communicative activities help students meet future career demands ([Agustina, Sinaga, & Murtopo, 2023](#)).

Regarding setting, students report that small groups are appropriate for completing design projects, as small groups encourage collaboration and active communication. Individual tasks are usually chosen for simpler assignments such as describing things. The English teacher agrees with the students' responses, noting that students usually prefer doing projects in small groups. This aligns with prior research highlighting that graphic design students preferred cooperative approaches such as discussion and practice sessions ([Agustina, Sinaga, & Murtopo, 2023](#)).

Teachers' and learners' roles represent students' expectations about the role of teachers and themselves during the learning process. Students primarily expect the teacher to act as a provider of guidance and explanation of materials, suggesting a need for clear instructions and structured presentations to help students understand topics and present tasks effectively. This finding differs slightly from previous studies indicating that English teachers acted as facilitators and content designers tailored to students' needs ([Santika, Wirza, & Emilia, 2022](#); [Agustina, Sinaga, & Murtopo, 2023](#)). For their own role, students perceive their primary function as creating products and engaging in creative projects, indicating that they value opportunities to

apply practical knowledge and express ideas creatively — aspects that align with the critical and creative thinking competencies embedded in ESP learning contexts.

As with target needs, these findings highlight that students tend to engage in project-based learning and product creation, reflecting the relevance of the graphic design program. It can also be highlighted that the English teacher should consider involving visual learning resources to meet students' needs. These findings emphasize that effective ESP instruction requires a balanced interaction between teacher-led instruction and student-centered learning.

Conclusion

The findings have successfully addressed the objectives of the study, identifying students' needs analysis that covers target and learning needs. Thus, the findings are divided into two themes including target and learning needs. This study reveals that target needs of tenth grade students in VCD Graphic Design programs require English skills that are closely related to the workplace demands in the VCD Graphic Design program. The most required English skill was software instructions through listening skills. The results indicate that English skills to access the materials related to the graphic design program, such as understanding the instructions, presenting ideas effectively, and accessing other information related to the program. However, the students reported several challenges for their English skills, where the most main difficulties are about mastering vocabulary and the meaning of texts. These findings focus on the gap between students' proficiency levels and required English skills.

In terms of learning needs, the students express the expectation to have engaging activities in learning English by using authentic learning sources, for instance instructional videos and visual learning materials. The students prefer to do the project and discussions in the form of a small group. As well as target needs, the students show their interest in the

procedures-related design which align with the program. Therefore, the English teacher should develop the learning materials and activities relevant to the VCD Graphic Design program to better support the students' target and learning needs. Despite these findings, this study has several limitations. The study was conducted in a single VHS with a small number of participants, which may limit the generalizability of the findings. Moreover, the study was conducted in a short period of time, focusing on students' and teacher's preferences rather than classroom implementation. Therefore, the future studies are recommended to involve more participants with classroom observations. In addition, the future studies should emphasize the development of materials based on the specific vocational program and focus on product evaluation.

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