

NEED ASSESSMENT OF DESIGNING MATERIALS FOR PUBLIPRENEUR BASED LANGUAGE LEARNING (PBL)

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ABSTRACT

The research Need Assessment is necessary to make the decisions that influence a learner's progress. It should therefore be viewed as a fundamental practice that happens naturally in the teaching and learning process. This then means that learners should be assessed continuously to monitor their progress and make daily instructional decisions. The research background was done through the learning process at the State Polytechnic of Creative Media. In finding the right way of designing English material for the publishing students the researcher executed students' need assessment through questionnaire, interview and class observation (simulation) in learning process. The research question is overcome through eight items of respondents' understanding, namely: 1) Perception of Lecturers toward the publishing knowledge; 2) Institutional Awareness of Lecturer; 3) Students' role in learning activities; 4) lecturers' role in learning process; 5) Evaluation in learning process; 6) Difficulties in designing English materials; 7) Solution in problem solving; 8) Designing English material for the publishing students. The findings of this research cover three main points. First, in order to meet the publishing students' needs, the design of English learning materials should be formulated according to the level of competencies approaches to national qualification framework of Indonesia. Second, in order to meet the Industrial needs, the design of English learning materials must be able to promote students in performing various technical skills and publishing competencies needed for industry. Third, in order to improve students' proficiency in understanding EOP materials, the design of English learning materials can elaborate Kathelen Graven's model with its modification by putting actualizing concept after conceptualizing contents.

Keyword: : Language Acquisition, publishing competencies, actualizing concepts, students' need

BACKGROUND

This research is back-worded by the pragmatic experiential learning problems the researcher faces in daily routine activities of teaching learning from first to fourth semester (2008-2011) at PoliMedia. It has accumulated into the researcher's pragmatic findings that teaching English for publishing students with its basic skills (reading, writing, listening, speaking) should be in line with the needed basic competencies of language assessment in the publishing needed skills (pre-writing, drafting, revising, editing, and publishing). However, in order to assure the

pragmatic findings it is needed to do the academic analysis through the following academic research methodology, including: setting and time, research design, population and sample, data collection instrument, and data analysis.

The research result is expected to provide PoliMedia with the right model of designing English language learning material used for guiding the students and lecturer hand-in-hand in the learning process. The most significant of the research is based on what the PoliMedia's function to steer-up the three years diploma program

focussed on the need for publishing students as supposed intellectual resources of national Publishing Industry in Indonesia.

DISCUSSION

For assuring the industrial needs and for the accomplishment of the data in this session the researcher provides the information of industrial need taken from eight subheadings to answer the research questions "How does the English Materials meet the Industry needs?" Those subheadings consist of: 1) Perception of Lecturers toward the publishing knowledge; 2) Institutional Awareness of Lecturer; 3) Students' role in learning activities; 4) lecturers' role in learning process; 5) Evaluation in learning process; 6) Difficulties in designing english materials; 7) Solution in problem solving; 8) Desigining english material for the publishing students. The data to answer the eight subheadings were taken from the questionnaire, interviews and classroom observation.

Lecturer's Perception on the Publishing Knowledge.

Concerning with lecturers' perception about the publishing knowledge, data from interview shows that they have good understanding about the publishing know-how. The respondents' perception can be seen in the tabulation of interview category of the answer to the questionnaire. All respondents have a strong understanding that language is the most important factor in publishing activities. They agree that publishing becomes a business that is closely linkage to the communication

Questioner 1

Question	The publishing knowledge is part of communication based on intellectual resources. Explain how far do know about this statement?
Answer	
R#1	I agree, Publishing science used for communicating by printing visualization with alphabet and picture.
R#2	Publishing is the science and become one of media or communication tools
R#3	Agree, because media of publishing products is writing as the language of communication, while the core point of communication is the knowledge itself
R#4	Yes, the science of publishing is part of communication, language and economy
R#5	The science of publishing is the knowledge based on idea. It means, by having the knowledge of publishing one must be able to produce and to manage idea and to sell as well.

Henceforth the respondents realize language as the main resource based capital for building the publishing business either Indonesia language as the first or English as an international language. Language skills are competency needed by the writer or editor in order to convey the message clearly.

Questioner 2

Question **The language competencies in publishing is mainly required within the competencies of publishing industry. Explain your understanding?**

Answer

R#1 Yes, language skills are competency that needed to the writer or editor so the messages convey clearly.

R#2 Agree, because in publishing particularly the work of editor cannot be far away from the language role especially the good and right national language of Indonesia and English as the international one.

R#3 Absolutely agree, because language is the mayor capital within the world of publishing, hence the language competencies

R#4 become dominant factor in producing good publishing products.

R#4 Language is the key factor to deliver message, so language is important in publishing

R#5 Language is the mayor factor in the knowledge of publishing because through language one can produce various creative products. On the other hand, language is the system that is also becoming tools for developing creative idea to be published.

Furthermore, respondents also show their understanding about the language acquisition in basic skills (reading, writing, listening, speaking) is required within the production cycle of publishing industry ranging from prewriting-drafting-revising-editing-publishing

Questioner 3

Question **The language acquisition in basic skills (reading, writing, listening, speaking) is required within the production cycle of publishing industry ranging from prewriting-drafting-revising-**

Answer

R#1	<p>editing-publishing. Explain your understanding.</p> <p>Language skills must be learned as a basic competency for employees of publishing industry).</p>	<p>products, the steps of prewriting-drafting-revising-editing-publishing become the essential system in developing world of publishing.</p>
R#2	<p><i>Sangat diperlukan sekali karena itulah inti dari penerbitan.</i> (It is really necessary as the core of competencies in publishing industry.</p>	<p>From the questionnaire above, it was found that the respondents agree the main competencies of language (reading, writing, speaking, listening) and it approved that the publishing knowledge is part of human creativity that continually develop from time to time in accordance with the development of civilization and its required modern era. This is also the consequence of the human being as the creature that each communicates and interacts one among others.</p>
R#3	<p>Agree</p>	
R#4	<p>One will be able to write well when they get good input. This means that the skills from reading, writing, listening and speaking are interrelated each others.</p>	
R#5	<p>It is agreed that the effective way of acquiring language competencies through hand-on practice, so the education process should also be based on competencies. The essential language competencies consist of reading, writing, listening and speaking. In the context of publishing industry that mostly produce the written</p>	<p>Questioner 4</p> <p>Question An editor in publishing industry does not merely require the language competencies, but also team working skills, problem solving skills, IT user skills, numeracy skills. Explain your understanding about this statement.</p> <p>R#1 It is probably an editor not just be a master in language skills, but also the use of technology and teamwork.</p>

R#2	Absolutely agree. The success of every one 80% depending on how they are communicating with, negotiating with, networking, teamwork, technology user and alike.	Question	9 task forces, 39 competency units and 140 competency elements in the UK Occupational Publishing Industry are purposely adopted and adapted as main references of drafting book publishing competencies in Indonesia, then it can be a reference for developing human resources of national publishing. Explain your comment about this.
R#3	Absolutely agree, an editor also should be master in manuscript contents.	Answer	
R#4	Ya, because they are not only as intellectual resource based but also the producer in a publishing business.	R#1	We have to do research about the competency needs in the publishing industry in our country, work culture and depend on the company, small or big publishing industry.
R#5	Absolutely agree. All must be holistically integrated within one's competencies of an editor..	R#2	Absolutely agree, because it can be a reference for futher develop and adapt our own.
		R#3	Agree. But be remember that it is just as a reference not totally adopted as it is)
		R#4	<i>Elemen di Indonesia dapat lebih komprehensif dan kaya. (Competence element in</i>

In addition to language competencies, the data indicates that the performance of a language worker in publishing industry called "editors" not only require language competencies but also the need to empower the pesonal talent of teamworking skill, problem solving skills and technology user skills. This can be a pragmatic findings of English urgency when once there is an event of colaboration with those who come from abroad in which English is the only communication tools or perhaps the incoming printing technology with six manual languages and one of them is English.

Questioner 5

R#5
 Indonesia can be comprehensively various and rich. I think it can be used and hence implemented into our curriculum innovative and accurately.

In the questioner 5 above, respondents approve the process of adopting and adapting UK competencies standard in the language course design. ISP. Nation and John Macalister pp.11 in "Language Curriculum Design" underlines the important of having a flexible approach to the use of a course book and of choosing a course book which allows for flexibility"¹. A head of national council UK, John Whitley in his email letter recommended researcher for copyright unbreaking to translate and adapt UK National Occupational in Publishing Industry²

It shows that majority respondents are fully knowlegable about the publishing know-how. The 73.91% respondents show their majority agreement on responding five statements by its supports with each statement's ranks delivered in the following table:
 All the previous interviews about perception in publishing knowledge were delivered to the respondents and data from quetioner reveals that 73,91% respondents agree, 24,35% absolutely agree, and 1,74% disagree. This data can be assumed that most respondents already know and quite familiar with the publishing knowledge. They know

already that publishing is a part of communication and most related with the business aspect. So, in the the context of reliable information the perception of respondents can reflect that data is acceptable.

Respondents' awareness on the institutional policy.

Data interview shows that all respondents agree with the policy of production and entrepreneurship based curriculum development at PoliMedia. Event, they requested to do furtherly development and continually improvement toward the adaptive curriculum and learning materials approach to the industrial needs.

Questioner 1

Question	The policy of curriculum and material development based on production and entrepreneurship approach is already on the track for an education institution diplom 3 like PoliMedia. Give your comment about this.
Answer	

R#1
 That right, but the content of curriculum can not applied cause it has not be supported by the human resources.

R#2
 Absolutely agree, but still need to

¹ I.S.P.Nation John Macalister; Language Curriculum Design. Routledge Taylor & Francis Group New York and London.pp.11,

² Jhon Whitley (UK National Standard Council); email letter to please the researcher adapting UK Occupational Standard in Publishing Industry 2011

R#3	<p>reconceptualize about the meaning of production and entrepreneurship. It is already on the tract. But based on the existing condition, the policy is still not strongly bounded to all academc societies of PoliMedia. It needs control and evaluation from time to time until it suits to be implemented.</p>	Answer	<p>The composition policy between theory (40%) and practical (60%) is relevant to the effort of graduating the publishing students whose capable in production and entrepreneurship based of publishing ndustry. Please state your views on this.</p>
R#4	<p>Agree, but there are some things not applicable like classification of subjects which are not in balance yet.</p>	R#1	<p>It is not guaranteed that in the vocational school theory is given inline with the student hand-on practice.</p>
R#5	<p>I think it is already on the track approaches to the vocational education system to produce the students ready to work and business.</p>	R#2	<p>Absolutely agree because we are vocational school not academic one.</p>
		R#3	<p>Agree, but the hand-on practice of publishing students "writing and editing" can be done in class. In this case, seemingly no differentiation between theory and practice, and therefore no matter with the composition of 60% and 40%.</p>
		R#4	<p>Relevant.</p>
		R#5	<p>I think it is a good composition of learning process to produce the graduates of</p>

Nevertheless, from the interview the data shows that the needs for quality assurance of publishing graduates strongly recommended in order the comparative learning hours theory and practice (60%:40%) can produce the students' output with strong talent in creating job opportunity (80%) or doing entrepreneurship in the field of publishing (20%) both private or government.

Questioner 2

Question

stakeholders. On the other hand, the education institution ought to understand the needs of publishing industry as represented by IKAPI and SPS.

When asking the respondents about their view on the efforts of adopting and adapting national occupational standard in publishing industry United Kingdom, they give their support and think that it is a good starting point especially in initiating the establishment of international publishing study program at PoliMedia. Nevertheless, in some cases one ought to realize that the developed country is more competitive in publishing knowledge. Of course it is costly to do benchmarking but the outcome will be more valuable for the changing of mindset both internal resources of PoliMedia and publishing practitioners in general.

Questioner

4

Question The initiative for adoption and adaptation of UK Publishing Occupational Standard is the right moment to establish the world-class publishing study program. Give your comment about this).

Answer Of course, it can be reference to make a curriculum and learning material for international publishing class.

R#1

R#2 Absolutely agree, we can adapt the UK competency standar in accordance to our original culture

R#3 Agree, as long as not plagiarism.

R#4 Yes, it must be adjusted to the Indonesia context. However, it is needed to have study visit nevertheless it is costly but it is a must and good for shifting mindset of lecturers or publishing practitioners.

R#5 Absolutely agree, the most important thing is creating Indonesia standar of publishing competence approaches to our own culture. The adaptation process is expectedly produce the new models and it must be better than the original one.

The greatest expectation of stakeholders towards the graduates' quality of publishing study program has intentionally requested the respondents to support Polimedia in designing all learning materials including "English for Publishing" approached to the national occupational standard of publishing industry. The respondents suggest PoliMedia to invite the publishing practitioners in one panel discussion in order to find a good formula of link and match as the way to assure the highest graduate acceptability.

Questioner 5

Question	The design of teaching materials for all subjects including English for Publishing should refer to effort of achieving one's competencies available in Industry. Give your comment on this views.	respondents and data from quetioner reveals that 83,04% respondents agree, 13,48% absolutely agree and 3,48% disagree. This data can be assumed that most respondents already aware and receive the policy within the education constrain. The production and entrepreneurship based curriculum and learning strategy is the way to make students not only capabale in making goods but also in selling as well.
Answer		
R#1	Yes, but it needs research deeply cause each industries have a standar hemselfes).	It shows that mayority respondents are fully knowlegable about the institutional policy of PoliMedia "Production and Entrepreneurship Based Curriculum and Learning Strategy". The 83.04% respondents show their agreement on responding five statements by its supports with each statement's ranks
R#2	Absolutely agree.	
R#3	Yes, all subjects have to possess similar references which consequently produce the graduates with similar knowledge and skills.	
R#4	Ya, the teaching materials are parts of lesson plans and should refer to curriculum development.	
R#5	In writing lesson plans and teaching learning process it is expected competences standard become main references in the process of adaptation and innovation.	
All the previous interviews about respondents' awareness on the institutional policy were delivered to the		

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