Developing English Learning Materials for Graphic Visual Designers at *Petak Umpet* Advertising Company, Yogyakarta

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Abstract: The objectives of this research were 1) to describe the target needs of the graphic designers of *Petak Umpet* Advertising Company Yogyakarta in learning English, 2) to describe the learning needs of the graphic designers of *Petak Umpet* Advertising Company, Yogyakarta, and 3) to develop appropriate English learning materials for the graphic visual designers of *Petak Umpet* Advertising Company Yogyakarta. This research was a Research and Development (R & D) study. The procedure of this research followed the materials development process proposed by Jolly and Bolitho (1998) with some adaptations. The steps of the research were: 1) conducting needs analysis: 2) developing syllabus; 3) designing learning materials; 4) getting evaluation from expert judgmentt; and 5) revising and producing the final draft. The data collection techniques used in needs analysis were distributing questionnaires and conducting an informal interview to the respondents. The data collection instruments were questionnaires. They were applied to collect the needs analysis data and the materials appropriateness data. The needs analysis data were analyzed by using frequency and precentage and the data from the materials evaluation were analyzed by using descriptive statistics. The additional data from the expert were analyzed qualitatively. The results of the needs analysis show that the learners prefered to have materials which were related to their job in graphic design, and they wanted the teacher to be a guide and facilitator in doing their tasks and activities of learning English. The length of the text that they wanted was no more than 250 words. Based on the expert judgment, the three units of the materials were appropriate as the English learning materials for graphic visual designers. It was shown by the appropriateness of all aspects, in terms of content, language, presentation, and layout, with a mean score of 2.78 which was categorized as "Good" which means that the materials were appropriate despite some revisions.

Keywords: *English learning materials, graphic design, Petak Umpet Advertising*

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Introduction

In the field of visual graphics, many experts from Indonesia have been already recognized in the world. It is a great opportunity for the graphic designers to develop working relationships, knowledge and skills in the field of Visual Graphic Design. The clients are not only Indonesian but also foreign companies. In this situation, they must be able to communicate in English both in writing (email) and speaking (video call) forms. As the

community that really needs to master English, graphic designers, do not have any specific way to learn it. The lack of opportunity and support make them difficult to learn English. They get difficulties to find specific English materials related to their job. Therefore, they need some English learning materials related to their job.

The focus of this research is on the English materials for graphic designers. It is focused on what kind of tasks that can improve the graphic designers' English proficiency. The topics used in the research relate to the graphic design to make the learners more enthusiastic and passionate in learning English. The objectives of the research are: (1) to describe the target needs of the graphic designers, (2) to describe the English learning needs of the graphic designers, and (3) to develop the appropriate English learning materials for the graphic designers.

Research Method

This research is categorized into Research and Development (R&D). This research was conducted at *Petak Umpet* Advertising Company, Yogyakarta. The samples of the research were 30 graphic designers. The research procedure of this research was adopted from the combination of R&D model theories proposed by Borg & Gall (1983: 775) and Jolly & Bolitho (1998: 90) by reducing the steps into five steps and also removing the two processes, to be: (1) conducting needs analysis, (2) constructing instructional design, (3) designing materials, (4) assessing the materials, and (5) developing the final product of materials.

The data were the learners' target needs, learning needs and expert evaluation. The data were collected through questionnaires and informal interview. There were two forms of questionnaires. The first one was the questionnaire distributed to the graphic designers at *Petak Umpet* Advertising Company, Yogyakarta to find out the target needs and learning needs of the learners. Meanwhile, the second one was the one distributed to the expert, an English lecturer of English Education Departments, Faculty of Languages and Arts, Yogyakarta State University, who has experiences in teaching English in some English institutions. The data were analysed quantitavely and qualitatively.

Finding and Discussions

Based on the results of the research conducted at *Petak Umpet* Advertising Company, Yogyakarta, it was found the learning needs and target needs of graphic visual designers. The result of needs analysis were developed to create the syllabus. After the process of developing materials, the materials were judged appropriate for graphic designers at *Petak Umpet* Advertising Company, Yogyakarta.

The first step of this research was conducting needs analysis which was on December 4th, 2015. It was done by distributing questionnaires to the graphic designers of *Petak Umpet* Advertising Yogyakarta. The questionnaire was in the form of multiple choice questions. The needs analysis aimed to find out the learners' target needs and learning needs. Target needs covered necessities, lacks, and wants while the learning needs consist of input, procedure, setting, learners' role and teacher's role. All of those components were considered as the basis of developing English learning materials for graphic visual designers.

The analysis of target need covered three points, i.e.: necessities, lacks, and wants. Necessities are the type of needs determined by the demands of the target situation. Those are what the learners have to know in order to have effective function in target situation. Based on the results of needs analysis, the learner necessities of learning English for graphic designers was dominantly to understand English specific terms related to their job as graphic visual designers. Meanwhile, some other learners also believed that they would use English to communicate with clients. In addition, the learners also considered that the speaking and reading skill was the most required skill among other four skills.

The analysis of learner's lacks aimed to know the type of needs which was needed by the learners. By referring to the needs analysis, the learners were mostly in the beginner level of English proficiency. Wants are the learners view on the language area that they want to learn. The results of needs analysis show that the learners believed that English language learning and teaching for graphic visual designers should enable them to communicate with clients, understand and respond to the conversation and email in English correctly. Besides, some other learners said that they wanted to master English as their development tools of graphic design knowledge.

Another needs that have to be analyzed was learning needs. It was conducted to know the situation of learning. The analysis of the learners' learning needs consisted of some points such as input, procedure, setting, teachers' roles, and learners' roles. The first aspect of learning needs is input. Based on the results of needs analysis, the data show that learners wanted monologues and dialogues with new vocabularies and with the expressions that would be used as the listening input. For the speaking input, they wanted monologues and dialogues in the intermediate number of words with new vocabularies while some others selected monologues and dialogues with pictures. In terms of reading input, they wanted texts with the list of vocabularies related to graphic visual design. Then, they mostly wanted to have the examples of text model that would be learnt in writing activities for writing input.

The second aspect of learning needs is procedure. It specifies what the learners will actually do with the input that forms the point of departure for the learning task. For listening activities, they wished to learn by identifying detail information of the text by answering the questions provided although more than a half of them also wanted to have identifying the meaning and pronunciation. In terms of speaking activities, they wanted to learn speaking by practicing a model of dialogue or monologue provided in the course-book. Then, some of them were also interested in interviewing each other as the model of real situation of their job in having conversation. Regarding to the reading activities, they wanted to learn by reading a text and then answering questions related to the text. Some other learners also wanted the reading activities to find the general idea of the text. For writing activities, they liked to learn writing by writing a text based on pictures, tables, diagrams, or graphics. In terms of vocabulary activities, they preferred to learn vocabulary by finding new vocabulary on a text then finding the meaning on a dictionary. Moreover, some other learners wanted to learn by matching vocabulary with the correct meaning. Regarding to the grammar activities, they wanted to learn grammar by doing grammar exercise. In terms of pronunciation activities, they wanted to learn by pronouncing every sentence including the stress and intonation. For expression activities, they wanted to learn expressions by practicing an expression based on the context individually or in pairs.

The next component of learning needs is setting. Setting refers to the classroom activities implied in the task. It is important to consider the setting within the teaching and learning process. Based on the results of needs analysis, the learners preferred to do the tasks in the classroom and carry out the tasks by working in pairs. Teacher's role is the next aspect of the learning needs. It is defined as a part where teachers and learners are expected to play in carrying out learning task as well as the social and interpersonal relationship between the participants. In terms of teacher's role, the learners wished the teacher to guide them to show up their opinions and to solve the problems. The last aspect of the learning needs is learners' role. It is the part that learners are expected to play in carrying out learning tasks. Based on the results of needs analysis, the learners wished to do a discussion and actively involved in investigation to solve problem and doing the task.

The next step of this research was developing English materials for graphic designers at *Petak Umpet* Advertising Company, Yogyakarta. This step involved the process of selecting topics and formulating the objectives. The topics and objectives were based on the results of needs analysis and the *SKKNI* for graphic design. The materials were developed based on the syllabus. It cosisted of three units which had different numbers of tasks depending on the components that the learners have to reach. The three units got the revisions as the result of an evaluation by the materials expert through expert judgment. The results of expert judgment show that in four aspects of the appropriateness, e.g. the appropriateness of the content, language, presentation, and graphic, all units had the category "Good" although some parts needed to be revised.

Conclusion

Based on the finding and discussion, the conclusion of this research can be drawn. In target needs, the main goal of the students in learning English was to support their job as graphic designers. Their lacks were related to English materials specifically purposed for graphic designers that they did not have enough media to support them in learning English. Then, their wants were to be able to communicate well in English both spoken and written.

The learning needs covers the components of tasks. Those are inputs, procedures, setting, teachers' role and the learners' role. Based on those aspects, it can be concluded that the English learning materials for graphic designers were appropriate for the learners. Related to inputs, the learners wanted monologue and dialogue with new vocabularies provided as the listening and speaking input, texts with new vocabularies provided as the reading input, and the example of the text model that will be learnt as the writing input.

In terms of procedures, they wanted to learn about identifying the detail information of the text by answering the questions and identifying meaning and pronunciation as the listening activities. For speaking activities, they wished to practice a model of dialogue or monologue provided on the course book followed by pronunciation activities. Reading a text, answering questions, and finding general idea became their wants in reading activities. For vocabulary activities, they wanted to find new vocabularies on a text. For the writing activities, they wanted to have writing a text based on the explanation and model, correcting wrong sentences, and completing the missing words. Then, as grammar activities, they wished to do grammar exercise and completing the missing words based on the context.

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