

ENGLISH FOR BROADCASTING: NEED ANALYSIS OF TEACHING MATERIAL at SMK SWASTA ISLAM ANDALUSIA

Masitoh¹, Diana Oktavia², Winda Trisnawati³

Pendidikan Bahasa Inggris Universitas Muhammadiyah Muara Bungo

e-mail: ¹*masitoh0222@gmail.com, ²dianaaoktavia@gmail.com, ³trisnawatiwinda@gmail.com

ABSTRACT

This current research was conducted to analyze the English teaching material needs for broadcasting major in SMKS Islam Andalusia, as English plays a significant role in the broadcasting industry, particularly in mastering software, technical terminology, and professional communication skills. However, at SMKS Islam Andalusia, the English teaching materials currently used remain general and are not fully aligned with the specific needs of the Broadcasting concentration. Therefore, to support the learning process while to prepare the students for the workplace, this qualitative research was conducted by collecting the data through semi-structured interviews with the English teacher, broadcasting teachers, and the school principal. The findings indicate that English for Broadcasting materials should emphasize technical vocabulary related to broadcasting equipment and software, as well as skills in scriptwriting and news reporting, accompanied by speaking practice in professional contexts. In conclusion, the existing materials are still general and do not adequately meet students' specific needs. Therefore, the development of teaching materials based on English for Specific Purposes (ESP) is essential to ensure learning becomes more contextual, vocationally oriented, and supportive of students' readiness to face the challenges of the broadcasting industry.

Keyword: Need analysis, Teaching material, Broadcasting, ESP, Vocational High School

ABSTRAK

Bahasa Inggris memiliki peran penting dalam industri broadcasting, terutama dalam penguasaan perangkat lunak, istilah teknis, dan keterampilan komunikasi profesional. Namun, di SMK Swasta Islam Andalusia, bahan ajar yang digunakan masih bersifat umum dan belum sepenuhnya relevan dengan kebutuhan spesifik konsentrasi Broadcasting. Penelitian ini bertujuan menganalisis kebutuhan bahan ajar Bahasa Inggris yang sesuai dengan kompetensi broadcasting agar mendukung proses pembelajaran sekaligus mempersiapkan siswa menghadapi dunia kerja. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur dengan guru Bahasa Inggris, guru Broadcasting, dan kepala sekolah. Analisis data dilakukan secara tematik untuk mengidentifikasi tema-tema yang muncul dari data. Hasil penelitian menunjukkan bahwa materi Bahasa Inggris perlu menitikberatkan pada kosakata teknis yang terkait dengan peralatan praktik broadcasting maupun perangkat lunak yang digunakan, serta keterampilan menulis naskah dan laporan berita, disertai latihan berbicara dalam konteks profesional. Kesimpulannya, bahan ajar yang ada saat ini belum mampu menjawab kebutuhan spesifik siswa. Oleh karena itu, pengembangan bahan ajar berbasis English for Specific Purposes (ESP) sangat diperlukan agar pembelajaran lebih kontekstual, berorientasi vokasional, dan mendukung kesiapan siswa menghadapi tantangan industri broadcasting.

Kata kunci: analisis kebutuhan, bahan ajar, broadcasting, ESP, SMK

INTRODUCTION

English has emerged as a fundamental requirement in both educational and professional domains. Its significance transcends that of a mere international lingua franca; it serves as a primary media in acquiring technological proficiency, enhancing communication, and developing the diverse skill sets imperative for success in the 21st-century workplace. In our increasingly globalized context, English is no longer perceived solely as an academic discipline; it is regarded as a vital instrument that empowers students to access a wealth of knowledge, engage with technological tools, and partake in professional interactions. For students in vocational high schools, proficiency in English is especially crucial, as their educational frameworks are specifically

tailored to equip them for immediate employment opportunities.

In the field of broadcasting, the significance of English is particularly considered. The majority of editing software, technical documentation, and industry-specific terminology are predominantly presented in English. Some initial researches have demonstrated that the integration of authentic digital media significantly enhances the engagement and skill development of vocational students (Fadlia et al., 2022). For example, commands within video editing applications such as "cut", "trim", "render", and "transition" are primarily provided and instructed in English, necessitating that students not only recognize but also adeptly apply these terms. Moreover, professional practices in broadcasting, including

scriptwriting, directing, and production management, frequently rely on English language resources and terminologies. Consequently, students enrolled in Broadcasting programs must cultivate English proficiency that is not only general but also specifically tailored to meet the distinct demands of their field.

The Broadcasting program at SMKS Islam Andalusia stands as one of the school's flagship initiatives, designed to equip the students with essential competencies in media production, editing, scriptwriting, and broadcasting techniques, thereby preparing them to meet the evolving demands of the creative industry. However, preliminary observations reveal a notable disparity between the current English instruction and the skill sets required in the broadcasting field. English language education at the institution predominantly utilizes general teaching materials that focus on basic grammar, everyday vocabulary, and informal conversation. Current research supports the notion that English instruction in vocational high schools often relies on generic materials that fail to align with the specific vocational needs of students (Kamaruddin et al., 2021). While such materials serve a purpose for general communication, they inadequately address the specialized requirements of broadcasting students. As a result, these students frequently encounter challenges when confronted with technical terminology in editing software or field instructions. They also struggle with crafting professional broadcast scripts and effectively employing English in communication practices pertinent to their area of specialization.

This condition reflects a broader issue confronted by numerous vocational schools in Indonesia. Previous studies have reported similar findings. (Cahyati, 2015) revealed that vocational schools still rely on general English textbooks that lack vocational orientation, making it difficult for students to connect classroom learning with their field of expertise. (Lestari, 2019) further highlighted that multimedia students, who share similar characteristics with broadcasting students, require English learning materials that explicitly cover software-related vocabulary and technical terminology. These findings confirm that English instruction in vocational high schools cannot be equated with instruction in general senior high schools. Instead, it must be carefully adapted to meet the professional needs of students' fields of expertise.

To address this issue, the English for Specific Purposes (ESP) approach can be applied. ESP emphasizes the design of teaching materials that directly reflect learners' needs, taking into account both their target needs skills required in professional contexts and their learning needs conditions that facilitate their acquisition of such skills. According to (Harun et al., 2025) ESP materials should be contextual, authentic, and directly relevant to the students' field of specialization. In the context of broadcasting, this means preparing English teaching resources that focus on technical vocabulary, scriptwriting exercises, professional speaking practice, and comprehension of software instructions. Such contextualized materials will allow students to practice English in ways that mirror real-world broadcasting tasks, thereby bridging the gap between classroom learning and industry requirements.

Based on these considerations, this study was conducted to analyze the English teaching material needs of Broadcasting students at SMK Swasta Islam Andalusia. By applying a needs analysis approach, the research seeks to provide a comprehensive overview of the competencies that should be incorporated into English teaching materials. The findings are expected to contribute to the development of more contextual, vocationally oriented curricula that not only enhance classroom learning but also improve students' readiness to meet the evolving demands of the broadcasting and creative industries.

METHOD

This study employed a qualitative approach with a case study design, aiming to explore in depth the needs of English teaching materials for students in the Broadcasting program at SMK Swasta Islam Andalusia. This approach was chosen because it enables the researcher to understand the phenomenon contextually and comprehensively by focusing on participants' real experiences and perceptions. The case study design also provided flexibility in adapting the research process to field conditions, ensuring that the data collected remained rich, relevant, and reflective of the vocational education setting in broadcasting.

As part of this framework, the research was conducted at SMK Swasta Islam Andalusia, located in Bungo, Jambi Province, Indonesia. The school was deliberately selected because it is the only vocational institution in the region offering a specialized Broadcasting and Video Production program, making it highly relevant to the focus of this

study. The research took place during the 2025 academic year, specifically between May and August, in accordance with the school's teaching and activity schedule.

To obtain valid and systematic data, the research was carried out through several structured stages. The first stage was preparation, which included conducting a literature review, developing interview guidelines, and determining informants based on specific criteria. The second stage was data collection, which involved conducting semi-structured interviews with the English teacher, broadcasting teachers, and the school principal. During this process, the researcher took field notes and recorded all interview sessions to ensure data accuracy. The third stage was data analysis, where the interview transcripts were coded and analyzed thematically following the procedures of (Braun & Clarke, 2022). The fourth stage was data verification, which included member checking with several participants to confirm the validity of the findings. The final stage was report writing, which presented the results, discussion, and implications for developing need-based English teaching materials in the broadcasting field.

Furthermore, to strengthen the credibility of the findings, the study involved five key informants selected through purposive sampling because of their direct engagement with the English and Broadcasting programs. These included one English teacher (P1), three broadcasting teachers (P2–P4), and the school principal (P5). Each participant contributed distinct yet complementary perspectives ranging from English language pedagogy to vocational and managerial viewpoints providing a comprehensive understanding of the material needs from multiple angles.

The primary instrument used in this study was a semi-structured interview protocol, developed based on the needs analysis framework, particularly Target Situation Analysis by (Dudley-Evans & Saint John, 2003) to ensure that the questions addressed both classroom learning and professional preparation. Semi-structured interviews were chosen because they provide a balance between consistency in questioning and flexibility to probe participants' responses more deeply. The interviews were conducted face-to-face or via phone calls, and all sessions were recorded to guarantee accuracy during transcription.

The data collected in the form of interview transcripts were analyzed using thematic analysis (Creswell, 2012). The

analysis involved several steps: (1) reading the transcripts thoroughly to understand the context, (2) coding meaningful units of data, (3) grouping codes into categories, and (4) identifying overarching themes that reflected the actual English needs in broadcasting education. To maintain data reliability, the researcher organized transcripts according to participant categories and applied systematic coding to minimize redundancy and highlight core themes.

In terms of research ethics, this study adhered to the principles of confidentiality, voluntary participation, and informed consent. All participants were informed about the purpose of the study and their right to withdraw at any time. Their identities were anonymized using participant codes (P1–P5) instead of real names to ensure privacy and minimize potential bias. The interviews were conducted respectfully and professionally, considering participants' comfort and availability. All data were securely stored and used solely for academic purposes.

Overall, this methodological framework was designed to capture authentic insights into the English material needs of broadcasting students and stakeholders, providing a solid foundation for curriculum development that aligns with both educational objectives and industry expectations.

RESULT AND DISCUSSION

Result

To address the research objective, data were collected through semi-structured interviews with key stakeholders in the Broadcasting program. These participants were selected purposively because of their direct involvement in English instruction, vocational training, and school management. Their perspectives provided comprehensive insights into the English learning needs of broadcasting students. The findings of the needs analysis were obtained from three key groups of participants: the English teacher, broadcasting teachers, and the school principal. The summary of their responses is presented in Table 1.

Table 1. finding of Teaching material need

PARTICIPANTS	FINDING OF NEEDS
English Teacher	1. Communicative Competencies Need in Broadcasting Contexts
	2. Vocabulary for Speaking and writing Needs
	3. Need of Basic Writing Skill
Broadcasting Teachers	1. Need of Technical Terminology in Tools

	<ol style="list-style-type: none"> 2. and Software 2. Need of Pronunciation practice 3. Need of Oral Communication Skills in Workplace Contexts 4. Need of Comprehension of English Texts
School Principal	<ol style="list-style-type: none"> 1. Need of Technical Terminology in Tools and Software 2. Need of Pronunciation practice 3. Competence in Using Broadcasting Tools and Software 4. English Communication Skills for Promotional Content

From the table 1 above, the needs analysis revealed several important themes emerging from the perspectives of the English teacher, broadcasting teachers, and the school principal. Although their emphases varied, the findings can be grouped into five major themes: (1) communicative competencies in broadcasting contexts, (2) vocabulary and technical terminology, (3) writing skills, (4) pronunciation practice, and (5) oral communication in workplace and promotional settings.

The English teacher highlighted three major needs: communicative competencies in broadcasting-related contexts, vocabulary development for speaking and writing, and the acquisition of basic writing skills. According to her, students often demonstrated hesitation when speaking English in class projects, especially when the topic involved technical content. As she explained, *"My students sometimes understand the idea, but they cannot express it well in English, especially when they have to role-play a broadcasting situation."* (Translated by researcher).

This indicates that communication practice grounded in broadcasting contexts is seen as essential for students' confidence and fluency. Additionally, the teacher underlined the importance of vocabulary enrichment and basic writing, noting that students are required to prepare simple texts such as program outlines or scripts, yet they struggle to do so in English without proper guidance.

The broadcasting teachers offered a more vocationally specific perspective. They emphasized four areas: the need for technical terminology related to tools and software, pronunciation practice, oral communication skills for workplace contexts, and

comprehension of English texts. One teacher stated, *"When students use editing applications, they often do not understand the English commands, so they cannot fully explore the features."* (Translated by researcher).

This illustrates that without sufficient mastery of technical vocabulary, students face obstacles in operating broadcasting technology. The teachers also pointed out that pronunciation practice is vital, particularly for tasks such as news reading or presenting, where professionalism depends heavily on clear delivery. Furthermore, they observed that students require stronger oral communication skills suited to workplace environments, such as interacting with colleagues or clients, and that they need to build the ability to comprehend authentic English materials, including manuals, tutorials, or online resources.

The school principal reinforced these points and added another layer of industry-focused requirements. He underscored the necessity of mastering technical terminology and practicing pronunciation, but also emphasized competence in using broadcasting tools and software as well as English communication skills for promotional content. In his words, *"Our graduates must be able to create promotional videos or social media content in English, because this is what the industry is now asking for."* (Translated by researcher).

This perspective highlights that beyond academic contexts, English skills are directly tied to employability and competitiveness in the creative industry. By pointing to promotional communication, the principal extended the discussion from classroom practice to professional branding and content creation, where English plays a key role in reaching broader audiences.

In summary, the findings reveal that the English teacher tends to emphasize foundational linguistic skills such as communication, vocabulary, and writing, while the broadcasting teachers and the principal stress industry-oriented competencies, including technical terminology, pronunciation, workplace communication, and the application of English in professional broadcasting tasks. Despite these differences, all participants converge on the idea that English instruction should be more contextualized and aligned with the vocational needs of students. The overlap in highlighting technical terminology and pronunciation across multiple stakeholders further confirms their importance

as central elements of English for Broadcasting.

Discussion

The findings of this study reveal a shared understanding among key stakeholders at SMK Swasta Islam Andalusia regarding the importance of English skills that align with the specific needs of the Broadcasting field. Although there are differences in emphasis between the English teacher, the broadcasting teachers, and the school principal, all participants agree that English instruction should be more contextualized, vocationally oriented, and relevant to the current demands of the broadcasting industry.

1. Communicative Competence in Broadcasting Contexts

The English teacher emphasized the importance of communicative competence in broadcasting-related contexts. Students often experienced hesitation and lack of confidence when performing English-speaking tasks related to broadcasting projects. This highlights that communication in vocational settings goes beyond grammatical accuracy, requiring fluency, confidence, and situational appropriateness.

This finding is consistent with (Santika et al., 2022) who found that students in multimedia programs at vocational schools also needed communicative practice grounded in authentic and real-life contexts. However, the present study extends their findings by emphasizing communicative competence that is not only academic but also performative, such as in interviews, news reading, and live presentations. Thus, communicative ability in broadcasting requires a balance between linguistic precision and on-stage performance skills.

2. Vocabulary and Technical Terminology

Both broadcasting teachers and the school principal highlighted the need for mastering technical terminology related to equipment, applications, and production processes. Many students struggle to understand English commands in editing software, which hinders their ability to operate the tools independently. Therefore, technical vocabulary mastery becomes a crucial foundation for effective learning in the broadcasting field.

This result aligns with (Ardiyani, 2016) who developed English instructional

materials for students in the TV Program and Broadcast Engineering Department. Ardiyani reported that students required materials emphasizing technical vocabulary and expressions used in television production. Similarly, Perkasyah et al. (2024) emphasized that ESP-based digital multimedia materials can effectively enhance students' understanding of software-related terminology.

However, the present study strengthens these findings by showing that even though general English textbooks are still being used, students' technical vocabulary needs remain largely unmet. This indicates a significant gap between the current materials and the actual demands of broadcasting education, underscoring the necessity for developing ESP-based teaching materials that directly address field-specific requirements.

3. Writing Skills

The English teacher also underlined the importance of strengthening basic writing skills, particularly in composing scripts and program outlines in English. Writing in this context is not merely academic but professional used in preparing news scripts, advertisements, or captions for broadcast content.

This finding echoes the studies by (Ardiyani, 2016) and (Lestari, 2019), who found that multimedia and broadcasting students required English materials that support writing activities relevant to media production. However, unlike those studies, the present research emphasizes writing as an integral part of communicative competence rather than as a separate skill. Writing is positioned here as the foundation for professional speaking activities in broadcasting, bridging linguistic and performative aspects of communication.

4. Pronunciation Practice

Both broadcasting teachers and the school principal identified pronunciation practice as a major need, especially for tasks such as news reading and on-air presentation. Clear and professional pronunciation serves as a marker of credibility in the broadcasting industry.

This finding is in line with (Hamid et al., 2024), who demonstrated that integrating podcasting and radio broadcasting in vocational English learning enhances students' speaking and pronunciation abilities. However, while

their study focused on the use of digital media as a pedagogical tool, the present study highlights pronunciation as an integral element within ESP-based teaching materials a core competency that must be embedded directly into the curriculum rather than treated as an add-on activity.

5. Oral Communication in Workplace and Promotional Contexts

Beyond technical and linguistic needs, this study reveals that oral communication in workplace and promotional contexts is highly prioritized. The school principal emphasized that broadcasting graduates are expected to communicate in English when producing promotional videos or managing social media content.

This finding supports (Chan, 2021), who highlighted the importance of workplace communication skills in vocational English learning, especially for professional presentations and client interactions. However, this study extends Avci's work by illustrating that, in the creative industry era, English functions not only as a professional communication tool but also as a creative medium for content production and branding. This demonstrates a broader communicative scope where English supports both professionalism and creativity.

Overall, the results of this study are consistent with previous ESP research in vocational education, all of which emphasize the significance of field-specific English skills. Nevertheless, this research contributes further by identifying the integration of technical competencies, professional speaking skills, and pronunciation practice as a unified construct of communicative competence essential for broadcasting students. In this sense, the study not only reinforces prior findings but also expands them into a more practical and performance-oriented context. The key implication is that English material development for the Broadcasting program must balance technical, communicative, and performative components, ensuring that classroom instruction directly supports students' readiness for professional practice in the broadcasting industry.

CONCLUSION

This study set out to analyze the English language needs of students in the Broadcasting program at SMK Swasta Islam Andalusia, with the aim of identifying gaps

between existing teaching materials and the competencies required in the broadcasting industry. The findings reveal that while current English instruction at the school largely emphasizes general language skills such as grammar and basic conversation, stakeholders from both the teaching and vocational domains stress the importance of integrating more field-specific competencies.

The English teacher highlighted the need for communicative competence in broadcasting-related contexts, vocabulary development, and the acquisition of basic writing skills. These aspects reflect the foundational role of English in supporting students' ability to express ideas and participate in classroom activities. At the same time, broadcasting teachers and the school principal placed greater emphasis on technical and professional requirements, such as mastery of terminology used in tools and software, accurate pronunciation for professional delivery, comprehension of English texts, and oral communication skills in workplace and promotional settings. These findings suggest that English instruction for broadcasting students cannot be limited to general communication but must also incorporate authentic tasks and technical knowledge that mirror real industry practices. The findings align with recent recommendations that ESP course design in vocational schools should integrate authentic tasks and digital learning tools (Fajriati Astuti et al., 2024).

The convergence of these perspectives indicates that a contextualized *English for Specific Purposes* (ESP) approach is essential for bridging the gap between classroom learning and professional demands. ESP oriented materials that combine technical vocabulary, scriptwriting, pronunciation practice, and authentic communicative activities would not only enhance students' linguistic competence but also prepare them for the realities of the broadcasting and creative industries. In doing so, English instruction becomes more vocationally relevant, equipping students with the skills needed to function effectively in their future professional environments.

Ultimately, the study concludes that aligning English teaching materials with the actual needs of broadcasting students is critical to improving the quality of vocational education. By grounding instruction in both pedagogical and industry-based perspectives, the school can ensure that its graduates are not only proficient in English but also capable of applying their skills in ways that directly

support their technical expertise and career readiness.

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