

A Need Analysis on English for Civic Education from the Students' Perspectives

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Abstract

This study aims at analyzing the needs of students of Civic Education study program towards English. It is conducted to provide a basis for ESP lecturers or practitioners in developing handout or teaching learning materials and activities which are suitable for the Civic Education study program students. This is a descriptive study. The participants were 39 first-semester students of Civic Education study program. The tool of data collection was questionnaire consisting of 7 items asking about the students' needs. The data were analyzed using percentages, and presented in charts. Most students (79.5%) said English is important, indicating they require it. They lack English knowledge (79.5%) and consider their English skills moderate (63.2%). Their English abilities, activities, exercises, and subject subjects focused on speaking (79.5%) and group work (74.4%), with citizenship and human rights (66.7%) being the most requested topic. This study investigates Civic Education students' language learning demands and English's impact on academic and career success. Most pupils regarded English's global importance and academic and professional potential. The survey concluded that Civic Education students need linguistic support and courses because they are lack of knowledge of English terms. Different self-assessed English levels require different instructional techniques and language support to master.

Keywords: Civic education; English; need analysis; ESP

1. Introduction

In this interconnected and diverse era, the significance of civic education cannot be emphasized enough. It has a crucial impact on shaping meticulous and involved individuals who are proficient at managing the complexities of today society (Dewantara et al., 2019; Dryden-Peterson, 2020; Levinson, 2011; Malenkov, 2021; Willeck & Mendelberg, 2022). As English is widely used in various educational settings, it serves as a global language and plays a crucial role in promoting civic awareness and international engagement. English language proficiency is considered highly important for civic education students. It enables them to confidently and effectively communicate ideas to a wider audience, both in written and spoken form (Firmansyah et al., 2023a; Rika Jazilatul Kholidah et al., 2022a). English proficiency enhances their employability, improves their communication skills, and encourages critical thinking (CAELA, 2006; Firmansyah et al., 2023b). Furthermore, English skills are crucial for civic education to succeed their studies and future careers. Prioritizing English language development in civic education can better meet the needs of students and prepare them to engage with complex civic issues (De Lira e Silva, 2019; Rika Jazilatul Kholidah et al., 2022b). English proficiency and civic education provide an opportunity for them to improve their English language skills while learning about the rights and responsibilities of citizenship, naturalization, procedures, civic participation, history and government.

Research has consistently demonstrated the critical role of English for students of civic education. It empowers them to comprehend, engage with, and actively discuss or communicate on civic and political issues within a global context (Dicker, 2000; Firmansyah et al., 2023a; Rika Jazilatul Kholidah et al., 2022b). English proficiency allows students to articulate their opinions, participate in constructive dialogues, and engage in group discussions pertaining to civic and political subjects (Bringle & Clayton, 2022; Firmansyah et al., 2023a; Rika Jazilatul Kholidah et al., 2022b). Additionally, it equips them to effectively convey their ideas while comprehending the perspectives of others. Civic education's overarching objective is to nurture responsible and informed citizens who can actively partake in both

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local and global communities (Bringle & Clayton, 2022). This means that students of civic education play an integral role in achieving this goal. Proficiency in English, as the global language, equips them with the capacity to engage with diverse perspectives, comprehend global issues, and contribute to international dialogues on civic and political matters (Bringle & Clayton, 2022; CAELA, 2006; Firmansyah et al., 2023a; Rika Jazilatul Kholidah et al., 2022b). In essence, English proficiency for civic education students is not just a skill but a catalyst for informed global citizenship, fostering a sense of responsibility, engagement, and a broader understanding of the world.

Within the domain of civic education, English proficiency takes on a nuanced and specialized role, catering to the distinct needs and goals of students in this field (Hyland, 2022; Smith, 2020). English for specific purposes (ESP) is the base that enables students to interact with civic and political issues on a global scale in a targeted and effective manner (Johnson & K., 2019). ESP, customized for civic education, equips the civic education students with the linguistic tools essential for comprehending and engaging in discussion specific to their academic pursuits and civic responsibilities. It might dive into the specific language required for analyzing legal documents, policies, and international agreements, ensuring that students can grasp the complexities of their duties and responsibilities as global citizens. By embracing ESP into civic education, it is easily recognized that English proficiency is more than just an ability; it serves as an inspiration for educated global citizenship (Anderson, 2018). It also directly aligns with the overarching objective of civic education to nurture responsible and informed citizens who can actively engage in shaping the future societies, not only at their own countries but also in the global arena. ESP empowers students to explore various complex global issues, and actively participate in international discussions on civic and political issues, solidifying their roles as well informed and engaged global citizens capable of making meaningful contributions to the world (Clark, 2021).

In line with the importance of English (ESP) for students of civic education above, the researcher did an analysis of students' needs towards English competences for civic education. The gap of this research relies on the limitedness of studies focusing on this issue. In the last decade, only one study conducted by Firmansyah et al. (2023) published about the need analysis of civic education students towards English as specific purposes. The study revealed that the civic education students of University of Mataram required specific English language proficiency including speaking skills (being able to effectively communicate in public settings and convey information to others), listening skills (enhancing their listening skills to understand speeches, audio resources, and video resources related to civic studies), vocabulary (mastering vocabulary in English related to citizenship studies), writing skills (being able to how to write civic documents, English letters, and civic journals in English), reading skills (expressing a desire to read books and English civic documents to enhance their understanding of the subject matter), and speaking skill (being able to communicate and engaging in oral discussion using English) as the most important skill from the students' perspectives. Accordingly, this research sought for the needs of civic education students of Teacher Training and Education faculty of Universitas Tanjungpura towards English for specific purposes. The result of this paper can become a reference of recommendation for ESP lecturers who teach in Civic Education study program as the basic information or foundation to develop ESP handout for the field.

2. Research Method

This research employed a descriptive study as its primary methodology. Descriptive studies are designed to explore and describe the characteristics, behaviours, or experiences of a particular group or phenomenon (Creswell, 2014; Sahin & Mete, 2021), in this case the researcher was intended to find out the needs of the Civic Education study program, and describe the result. The participants selected for this study were drawn from the first semester students of the Civic Education Study Program, totalling 43 students. These participants were purposively selected based on their educational background, specifically their enrolment in the Civic Education major. The rationale behind this selection was rooted in the fact that the first semester represents the initial stage of their university journey, marking their introduction to English for Specific Purposes (ESP) within the context of civic education.

The decision to focus on this group of students was motivated by the critical importance of analysing and unveiling their requirements. This analysis is pivotal in determining the relevant materials and resources for ESP that align with their academic background and specific requirements. Given that the first semester functions as the foundational level where students encounter ESP for the first time, it is a crucial juncture for understanding their unique linguistic and educational needs in this context. Therefore, the purpose of this study is to cast light on the specific needs of these students, thereby guiding the development of ESP materials tailored to their academic and professional goals.

This data in this research were collected through closed-ended questionnaire of need analysis consisting of 7 items divided by five parts (see Table 1). The questionnaire was in the form Likert Scale scaling from not important to very

important. The questionnaire was distributed through Google Form. It was then analyzed through percentage formula to see the dominant response from the students. The researcher ranked the students' responses from most important to least important, then selected only the important and most important responses as the interpretation of the students' needs for ESP. The result of calculation then was displayed or illustrated through charts. Below is the specification of the questionnaire.

Table 1. Specification of the questionnaire

No.	Aspect	Question Number	Total of questions
1.	General information (interest and level of English competence)	1 – 3	3
2.	Types of exercise based on English skill	4	1
3.	Types of activities	5	1
4.	Types of exercise	6	1
5.	Topic related to civic education	7	1
Total			7

3. Results and Discussions

The results of the questionnaire analysis show that students' responses are varied. They believed that English language was very needed and important to be taught for them. Their responses towards the questionnaire items determine further steps or plans that ESP lecturers should take to provide suitable ESP materials that meet their needs and expectations. The following charts briefly and clearly illustrate the questionnaire analysis results.

Seberapa penting Bahasa Inggris bagi Anda sebagai mahasiswa program Studi Pendidikan PKN?

39 jawaban

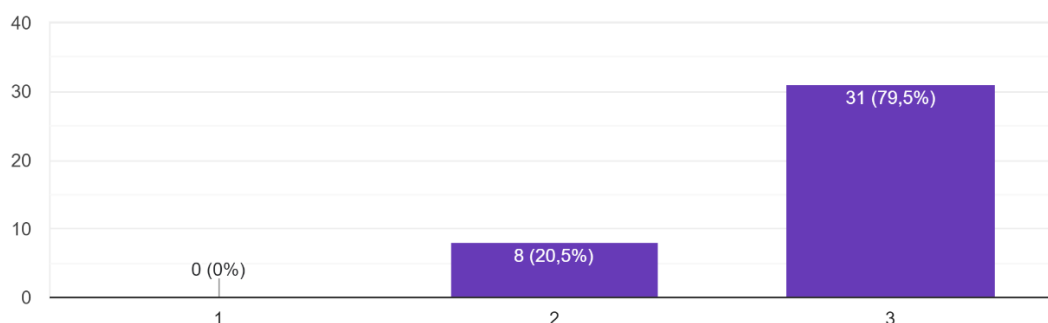


Figure 1. Result of questionnaire item 1 (in Indonesia)

Figure 1 illustrates the questionnaire analysis of item 1 asking about the level of importance of English for the students of Civic Education study program. Out of 39 respondents, the majority of the students, approximately 79.5%, consider English to be “very important”. This suggests that a significant portion of the students in the Civic Education study program place high importance on their English language skills. Additionally, 20.5% of the students find English to be “important”, while none of the respondents indicated that English is “not important”



Figure 2. Result of questionnaire item 2 (in Indonesia)

Figure 2 depicts the result of the questionnaire item 2 analysis which asked whether the respondents know English terminologies commonly used in or relevant to Civic Education. It was revealed that the majority of the 48 student respondents (79.5%) do not know English terminologies commonly used or in relevant to Civic Education, highlighting potential gaps in their language education within the context of their field. In contrast, a minority (20.5%) of students expressed awareness of these terminologies. These findings underscore the need for language support and specific course to introduce English terminology in Civic Education, as proficiency in domain-specific vocabulary is crucial for academic success and future career opportunities within this field.

Menurut Anda, dari Skala 1 (sangat buruk) - 5 (Sangat baik), seberapa bagus Bahasa Inggris Anda?
39 jawaban

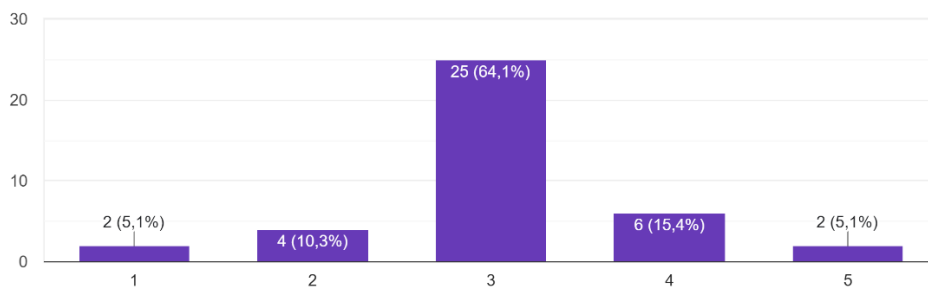


Figure 3. Result of questionnaire item 3 (in Indonesia)

Figure 3 illustrates the analysis of the questionnaire responses from 38 students indicating a diverse range of self-assessed English competencies. A significant portion of the students (64.1%) rated their English competence as moderate (3 on the scale), suggesting they possess a fair grasp of the language. A smaller percentage of students rated their competence as bad (10.3%) or good (15.4%), and a very minor fraction considered it either very bad (5.1%) or excellent (5.1%). This variability in self-assessment highlights the diverse levels of English proficiency within the student group, emphasizing the importance of tailored language support and opportunities for improvement to meet the needs of all students across the competency spectrum.

Menurut Anda, keterampilan atau aktifitas apa yang Anda perlukan pada mata kuliah Bahasa Inggris? Pilih minimal 2 (dapat memilih lebih dari 2 opsi)

39 jawaban

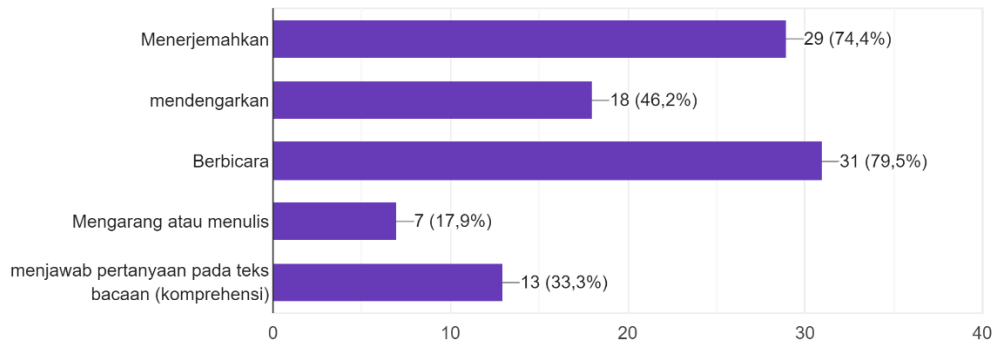


Figure 4. Result of questionnaire item 4 (in Indonesia)

The analysis of the questionnaire presented in Figure 4 is the responses from 39 students. It provides insights into their preferences for skills and activities to be implemented in English classes within their context. A significant majority of students (79.5%) emphasized the importance of including speaking activities, highlighting their eagerness to develop oral communication skills. Additionally, translating (74.4%) was a highly favoured skill, indicating students' recognition of the need for language proficiency in both directions. A notable percentage of students also emphasized the importance of listening (46.2%) and reading comprehension (33.3%), indicating their desire to enhance receptive language skills. However, a smaller proportion expressed interest in essay or composition writing (17.9%), suggesting room for growth in this area. Overall, the results underscore the students' desire for a well-rounded English curriculum that focuses on speaking, translating, listening, and reading comprehension to meet their language learning needs effectively.

Jenis kegiatan apa yang Anda perlukan untuk kegiatan di kelas? Dapat memilih lebih dari 1 opsi

39 jawaban

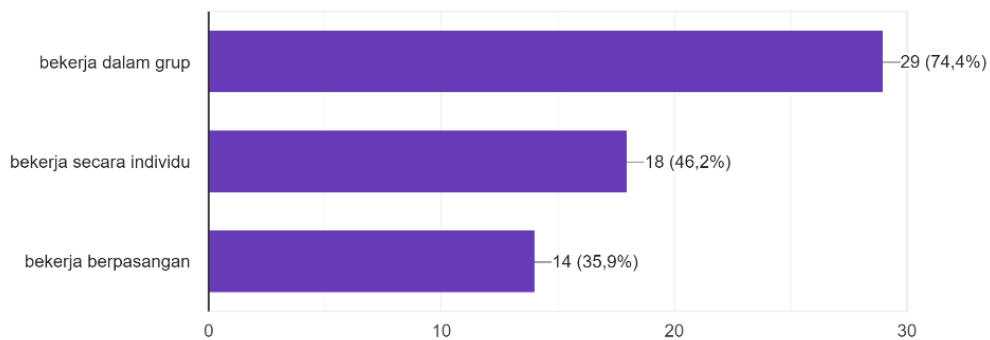


Figure 5. Result of questionnaire item 5 (in Indonesia)

The questionnaire analysis presented in Figure 5 is based on responses from 39 students revealing their preferences for classroom activities during English classes. A majority of students (74.4%) expressed a strong preference for group work, indicating their desire for collaborative learning experiences. Additionally, a significant proportion of students found individual work (46.2%) to be important, suggesting the need for self-paced learning opportunities. Pair work (35.9%) was also considered valuable, though to a slightly lesser extent. These results underscore the students' interest in a variety of activities, emphasizing the importance of both collaborative and independent learning experiences in the English classroom.

Jenis latihan apa yang Anda perlukan? Dapat memilih lebih dari 1

39 jawaban

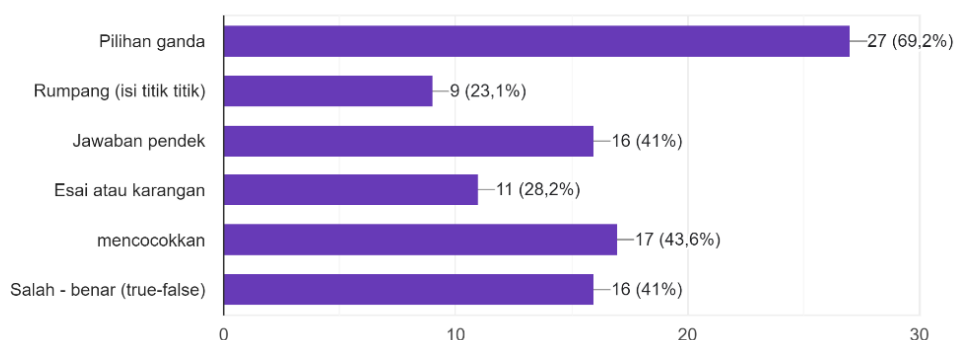


Figure 6. Result of questionnaire item 6 (in Indonesia)

The questionnaire analysis presented in Figure 6 is based on responses from 39 students, revealing their preferences for exercises to be implemented in the English classroom. The majority of students (69.2%) favored multiple-choice exercises, indicating a preference for structured and objective assessment methods. Cloze tests (23.1%) were chosen by a portion of students, suggesting the importance of language comprehension and vocabulary retention exercises. Short answer exercises (41%) and matching exercises (43.6%) also garnered significant interest, demonstrating a desire for diverse and engaging assessment formats. Essay or composition tasks (28.2%) and true-false exercises (41%) were preferred by a substantial number of students as well, highlighting the need for a balanced mix of assessment types in the English classroom.

Topik terkait PKN apa yang Anda menurut Anda penting untu dijadikan materi pada mata kuliah

Bahasa Inggris? Pilih minimal 2 (dapat memilih lebih dari 2 opsi)

39 jawaban

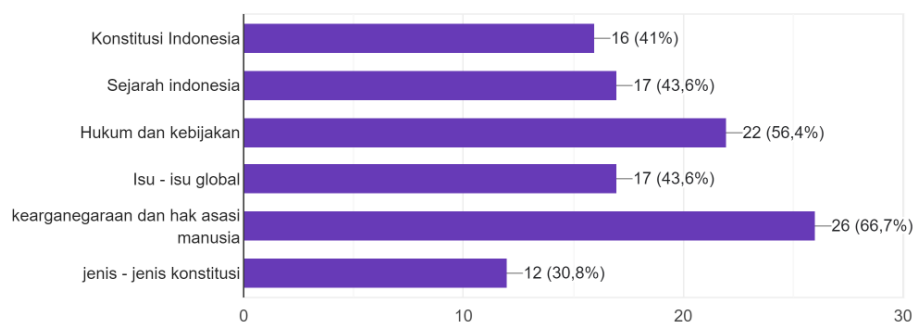


Figure 7. Result of questionnaire item 7

Figure 7 displays the questionnaire analysis result based on responses from 39 students, It indicates the topics relevant to civic education that students desire to be integrated into the English subject. A significant portion of students expressed a need for topics related to citizenship and human rights (66.7%), demonstrating a strong interest in understanding these fundamental aspects of civic education in the context of English learning. Laws and policies (56.4%) were also highly favored, highlighting the importance of legal and governance knowledge. History of Indonesia (43.6%), global issues (43.6%), and the Indonesian constitution (41%) were topics of notable interest as well. However, types of constitution (30.8%) received a relatively lower level of endorsement, indicating a lesser emphasis on this specific topic. Overall, students are keen to explore a range of civic education themes within their English curriculum, reflecting their awareness of the interplay between language skills and civic knowledge.

From the results presented, it can be seen that the students are aware of the importance of English for them implying the needs of English subject, as well. The fact that 79.5% or 31 students considered English to be very important

indicates a high level of awareness among them regarding the significance of English in their academic and professional lives. This result is generally in line with many need analysis research on ESP that is also revealing the importance of English for the specific purposes in certain major (e.g., Aflah & Rahmani, 2018; Ahmed Alsamadani, 2017; Albakrawi, 2013; Asrifan et al., 2020; Firmansyah et al., 2023a). This awareness is likely driven by an understanding of the global importance of English as a lingua franca and its relevance in various fields (Rao, 2019). In relevant with the field of the students which is Civic Education, the students' strong emphasis on the importance of English might also be linked to academic requirements, such as the need to read academic literature, conduct research, or communicate their findings in English, as in line with the previous studies (Firmansyah et al., 2023a; Rika Jazilatul Kholidah et al., 2022b). This suggests that they recognize English as an essential tool for academic success.

Furthermore, the high value placed on English might also reflect these students' awareness of the role of English in enhancing their future career prospects. Many industries and job opportunities in civic education field require English proficiency (Firmansyah et al., 2023b; Ratnawati et al., 2018), and the civic education students seem to recognize this need. The emphasis on English can also indicate a broader global awareness among the students. They may understand that English is the language of international communication, diplomacy, and global cooperation, and they want to be prepared to engage with these contexts effectively. Students' importance of English's importance may also be tied to their understanding of the need to develop strong language skills, which can be an asset in various aspects of their personal and professional lives (Boy Jon et al., 2021; CAELA, 2006; Sahragard et al., 2011)

The study reveals a substantial gap in students' awareness of English terminologies commonly used in Civic Education, with 79.5% of students indicating their lack of knowledge. This finding underscores the critical need for language support and specialized courses to bridge this gap, as proficiency in domain-specific vocabulary is crucial for academic success and future career opportunities within the field (Alqahtani, 2015; Brooks et al., 2021; Fareed et al., 2016; Ha, 2021). The self-assessed English competencies of the students exhibit a wide range, with 63.2% rating their competence as moderate. The diversity in competence levels emphasizes the importance of tailored language support to meet the needs of students with varying levels of proficiency. It also highlights the necessity for flexible teaching approaches to cater to the entire spectrum of competency.

Yet, the students express a strong desire for speaking activities (79.5%) in their English classes, emphasizing the importance of developing oral communication skills. This preference aligns with the practical need for effective verbal communication in various civic education contexts. In another context, the high preference for translating activities (74.4%) indicates students' recognition of the need for language proficiency in both translation directions. This reflects an awareness of the importance of bilingualism in civic education (Clark, 2021; Dicker, 2000; Farrell et al., 2022; Firmansyah et al., 2023a). The students' preferences for a combination of group work (74.4%), individual work (46.2%), and pair work (35.9%) suggest a desire for a balanced mix of collaborative and independent learning experiences in the English classroom. This finding highlights the importance of varied teaching methodologies to accommodate diverse learning styles. Besides, the students' preferences for a range of exercise types, including multiple-choice (69.2%), cloze tests (23.1%), short answer (41%), matching (43.6%), essay or composition (28.2%), and true-false (41%), emphasize the need for diverse and engaging assessment formats to cater to their learning preferences and needs. Students express a strong interest in various civic education topics, with citizenship and human rights (66.7%) being the most favored. This underscores the students' awareness of the interconnectedness of language skills and civic knowledge and their desire to explore these themes within their English curriculum.

In conclusion, the significant findings highlight the pressing need for tailored language support, a flexible teaching approach, and varied learning experiences to enhance students' language skills in the context of Civic Education. Moreover, the students' keen interest in a broad range of civic education topics suggests that the integration of these themes into the English subject can be a novel and effective way to boost language proficiency and civic awareness simultaneously.

4. Conclusion

The objective of this present study has been achieved. The researcher has unveiled the needs of civic education students towards English for specific purposes related to the targeted major. this study provides valuable insights into the awareness and language learning needs of students in the Civic Education field, emphasizing the crucial role of English proficiency in both their academic and future career pursuits. The majority of students demonstrated a high

level of awareness regarding the significance of English, aligning with its global importance and the academic requirements and professional opportunities within their field. However, the study also reveals a substantial gap in students' awareness of English terminologies relevant to Civic Education, underscoring the pressing need for specialized language support and courses to facilitate their success in this domain. The diversity in self-assessed English competencies highlights the necessity for tailored language support to cater to the varying proficiency levels among students, emphasizing the need for flexible teaching approaches. Furthermore, students' preferences for speaking, translating, and diverse classroom activities and assessment formats underscore the importance of a well-rounded English curriculum that caters to their language learning preferences and needs. The students' keen interest in a wide range of civic education topics signifies their awareness of the interplay between language skills and civic knowledge, suggesting that integrating these themes into the English curriculum can be a novel and effective strategy to enhance language proficiency and civic awareness simultaneously. Overall, this study underscores the importance of holistic language support and curriculum design to meet the diverse language learning needs of Civic Education students, preparing them for academic and professional success in their field.

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