Exploring Needs in English Learning Materials for Visual Communication Design Students and Graduates: A Mixed-Methods Approach

Pikir Wisnu Wijayanto *, Yelly Andriani Barlian, & Sri Nurbani
Telkom University, Bandung, Indonesia
pikirwisnu@telkomuniversity.ac.id

ABSTRACT

The field of Visual Communication Design (VCD) in Indonesia requires students and graduates to enhance their English language skills to stay competitive globally. However, there is a significant gap in understanding the specific English language material needs of students and graduates in this field, so it needs to be more understanding of their particular linguistic needs. This mixed-methods study aims to explore the disparities in English language skills perceived by VCD students and graduates in Indonesia and identify their specific English language material needs. Through questionnaires, interviews, and focus group discussions, data were collected from 30 students and 10 graduates. The findings reveal differences in language proficiency or skills perspectives between VCD students and graduates , emphasizing the importance of designing language courses that align with learners' specific needs and industry demands. This study's implications for English language education in various industries highlight the significance of effective communication in a globalized world. By addressing learners' specific language demands, educators can better support students' language learning goals and prepare graduates for success in their professional endeavors. Implementing industry-specific language instruction and curriculum can enhance learners' competitiveness and communication in the workplace, promoting stronger international collaborations within the creative industries. Although challenges may arise in implementing changes, a partnership between academic institutions and industry stakeholders can bridge the gap between academic language learning and real-world language demands. Addressing learners' needs in English language education can ultimately contribute to their professional growth and success in the global market.

1. Introduction

The field of Visual Communication Design (VCD) in Indonesia has seen significant growth, prompting students and graduates to enhance their English language skills to stay competitive globally. Research has shown that English language proficiency remains a crucial area of interest for English as a Foreign Language (EFL) learners in Indonesia (Nasution et al., 2020). However, there is room for improvement in their English proficiency test results (Abdul, 2015; Ranasinghe, 2012). Given that English is the international language of communication and business, proficiency becomes essential for VCD professionals, with employers valuing effective communication and teamwork skills in prospective graduate employees Coldstream (2003).

To address this demand, educators and institutions in Indonesia are actively developing English course materials tailored to the specific needs of VCD students and graduates. Paksi and Subianto (2020) have identified three essential speaking activities for VCD students: conversations with friends, participating in discussions, and negotiating to solve problems. Nazara's study (2011) also revealed that EFL students are motivated to improve their English-speaking abilities despite speaking being the most challenging skill. Moreover, Yarlagadda and Mantri (2016) have highlighted the importance of English in reducing unemployment and enhancing employability through practical communication skills. Investigating the role of English language proficiency in addressing unemployment challenges and improving job prospects for graduates in the local and international job markets represents a potential research novelty.

Understanding the unique learning needs of VCD students is crucial for designing effective language education programs. Basturkmen (2010) stresses the significance of conducting a needs analysis to identify the language and special skills required by language learning groups, facilitating the development of tailored approaches and materials. The potential benefits justify the efforts to create a more tailored and industry-relevant language learning experience (DeMark & Kozyrev, 2021). However, while the introduction acknowledges the importance of understanding students' unique learning needs through needs analysis (Basturkmen, 2010; Hyland & Rodrigo, 2007), it does not delve into the specific linguistic needs of VCD students. Therefore, a research gap exists in exploring the specific linguistic challenges, vocabulary, and communication skills required (Moore & Morton, 2017). This gap presents an opportunity to investigate VCD students' and graduates' particular linguistic needs, informing the development of tailored language education materials that cater to their requirements.

Additionaly, Laborda (2011) notes the essential nature of English for academic and work needs, particularly in Asia. Wijewardene, Wijewardene et al. (2014) highlight the advantages of fluency in English for graduates, leading to better employment prospects and attracting potential employers. Effective communication in English is often a prerequisite for higher-level job responsibilities involving international interactions (Ting et al., 2017). Similarly, Çal et al. (2022) underscore the significance of English communication skills for successful employment in the industry, adding to existing research highlighting the importance of English proficiency for professional purposes. The emphasis on universities designing English curricula responsive to student needs and industry demands (Rido, 2020) further underscores the need to focus on industry-relevant language education. Applying the need analysis theory, this research aims to design tailored curricula that enhance students' employability and success in the global job market (Zhu & Liu, 2014).

Students' and graduates' perception of their learning process plays a significant role in education. Qiong (2017) explores the perception process involving the stages of selection, organization, and interpretation of stimuli, aligning with the goal of education to help students apply knowledge in various real-life contexts (Qiong, 2017). Çal et al. (2022) highlight the importance of students' learning aims, involving the application of knowledge gained through the learning process in their future lives. Trianto (2009) describes the learning process as a transformation from not knowing to knowing, less skilled to skilled, and old habits to new habits. These ideas reinforce the ultimate goal of education, which is to equip individuals with skills and understanding for success beyond the educational setting (Çal et al., 2022; Trianto, 2009).

The objective of this study was to conduct a needs analysis of students and graduates in the field of VCD to identify their English language material needs. The study investigates the adequacy and appropriateness of English course materials used in Indonesia's context of VCD education by exploring the perspectives of VCD students and graduates. It seeks to analyze the disparities in viewpoints between students and graduates in language skills that should be learned to enhance their language proficiency in real-world contexts. Thus, one research gap and novelty lie in conducting a thorough investigation to analyze the differences in viewpoints between current students and graduates regarding their English language proficiency needs concerning language skills in real-world contexts most likely to use. This could reveal valuable insights into how language education programs can better align with the job market's and the industry's evolving demands. It would be novel to specifically focus on developing English course materials that cater to the needs of the industry.

The study emphasizes the importance of designing industry-relevant language education materials to enhance students' employability and communication skills on an international level. By addressing the research gap and exploring novelty areas, this study contributes valuable insights into English language education in the VCD field in Indonesia. Understanding the specific English communication skills and tasks required in industries related to VCD could lead to the creation of practical and industry-relevant language learning materials. Addressing research gaps and exploring novelty areas can significantly contribute to English language education in Indonesia, particularly for VCD students, and provide practical insights for educators and policymakers. This exploration of the specific linguistic demands in industries related to VCD and how language education programs can better align with evolving job market and industry demands represents a novel aspect of the research. By focusing on developing English course materials that cater to the needs of the industry, the study seeks to provide practical insights for educators and policymakers to enhance English language education in Indonesia, specifically for VCD students, and empower them for successful communication and career opportunities on an international level.

2. Method

This study utilized a robust mixed-methods approach with a sequential explanatory design and purposive sampling technique to effectively address the research objectives (Hendren et al., 2022). The study aimed to explore how students and graduates perceive complex needs in English learning materials within Visual Communication Design (VCD). The research design consisted of two distinct phases: a quantitative phase employing structured questionnaires

to gather numerical data on participant perceptions and evaluations of English learning materials and a qualitative phase involving semi-structured interviews and focus group discussions to gain in-depth insights and examples of complex needs. The purposive sampling technique was employed to select 30 Visual Communication Design students and ten graduates, ensuring the participation of individuals directly involved in the field of study and relevant to the research objective.

2.1 Data Collection Instruments

For the quantitative phase, the researchers designed straightforward, concise questionnaires aligned with the research objectives. The questionnaires incorporated rating scales and multiple-choice formats to facilitate numerical responses. In the qualitative phase, semi-structured interviews and focus group discussion guides were thoughtfully crafted to encourage participants to share detailed insights and experiences related to complex needs in English learning materials.

Pilot-Testing:

Before the main data collection, the instruments underwent pilot testing with a small sample of individuals not included in the main study. The feedback during this phase helped refine and improve the instruments, ensuring their clarity and effectiveness.

2.1 Data Collection Procedures

Quantitative Data Collection:

Participants, consisting of selected Visual Communication Design students and graduates, were administered the structured questionnaires with clear instructions. Data collection likely occurred through online surveys or in-person interviews, accommodating participants' preferences and logistical considerations (Shell & Lynch, 2018).

Qualitative Data Collection:

Individual interviews and focus group discussions were conducted with participants to gather qualitative data. Audio recordings were made with participants' consent to capture their responses accurately. The researchers followed the semi-structured interview guides and facilitated open discussions to explore complex needs in English learning materials.

Data Quality and Reliability Measures:

The researchers ensured data validity by using well-established and relevant instruments for both quantitative and qualitative data collection. Transcriptions of qualitative data were completed accurately, and cross-checking against audio recordings-maintained data accuracy. Researcher bias was mitigated by training interviewers and focus group moderators to maintain a neutral stance. The mixed-methods approach enabled triangulation, allowing for comparing and validating findings from different data sources, thus enhancing data reliability and strengthening the study's conclusions.

Ultimately, this comprehensive and well-executed methodology aimed to contribute valuable insights to inform curriculum developers, educators, and institutions about potential improvements to English language courses within the VCD domain. By empowering VCD students and graduates with enhanced language skills, the study sought to enable effective global communication and expand career opportunities on an international level.

3. Result

The effective use of the English language is of paramount importance in the contemporary world, especially for professionals in creative industries like Visual Communication Design. However, a significant gap exists in understanding Visual Communication Design students and graduates' specific English language material needs.

This study aims to bridge this gap by conducting a comprehensive needs analysis to compare the perception these two groups' perceptions and language proficiency levels ring this comparative perspective. We seek to identify critical disparities and similarities, paving the way for tailored solutions that address the unique language demands of each cohort within the industry setting.

The objective of this study was to conduct a needs analysis of students and graduates in the field of Visual Communication Design to identify their English language material needs. The research addressed (1) the disparities between Visual Communication Design students' and graduates' perceptions of learners' needs in language skills that should be learned in class, (2) the English proficiency information concerning language skills among Visual Communication Design students and graduates (3) English language proficiency are students and graduates most likely to use, and (4) the learners' needs for English course materials according to the perspectives of Visual Communication Design students and graduates.

3.1 The disparity between the Visual Communication Design students and graduates' perceptions of learners' needs in language skills that should be learned in class.

The study used T-Test Language Skills to compare the perspectives of students and graduates on learners' needs concerning language skills. The findings showed significant differences in language skills perspectives between the two groups, indicating that Visual Communication Design students and graduates may have varying English language abilities.

Table 1. Group Statistics of the Students and Graduates of Visual Communication Design

	Group	N	Mean	Std. Deviation	Std. Error Mean
Mark	Visual Communication Design Students	30	42.5667	3.49366	.63785
	Visual Communication Design Graduates	10	46.2500	6.1865	1.956345

The analysis of the group statistics presented in Table 1 provides valuable insights into the differences between Visual Communication Design students and graduates regarding their marks. The mean impact for Visual Communication Design students is 42.57, with a standard deviation 3.49. In contrast, the mean effect for Visual Communication Design graduates is notably higher at 46.25, accompanied by a higher standard deviation of 6.19. These statistics reveal that, on average, graduates tend to achieve higher marks than students in Visual Communication Design.

The standard error of the mean further suggests that the sample means are relatively stable estimates of the population means for both groups. However, the larger standard deviation among graduates could indicate more significant variability in their marks compared to students, possibly due to the diverse nature of professional experiences and paths that graduates undertake after completing their studies. This analysis underscores the need to delve deeper into the factors influencing these variations, such as the curriculum's content, teaching methodologies, or the specific academic and professional contexts that students and graduates engage with.

Furthermore, the difference in means between students and graduates raises questions about the potential factors contributing to this disparity. While the mean mark for graduates is higher, the wider standard deviation indicates more significant variability in their performance. One possible interpretation could be that graduates' experiences in real-world professional settings have led to a more diverse range of outcomes, both positively and negatively impacting their academic performance. Conversely, factors more closely tied to their academic studies and coursework might influence students' marks.

This discrepancy could also reflect the unique challenges and expectations that each group faces within the field of Visual Communication Design. Future research could delve deeper into the specific variables contributing to the observed variations in marks, considering factors such as work-integrated learning opportunities, the alignment between academic content and industry demands, and the influence of practical experiences on academic performance.

Table 2. Independent Samples T-Test for Equality of Means of the Visual Communication Design Students and Graduates' Perspectives on the Learners' Needs Concerning the Language Skills

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mark	Equal variances assumed	8.8075	.0055	2.891	38	.0155	5.35000	1.650865	2.008	8.692
	Equal variances not assumed			2.970	23.9065	.020	5.35000	2.132885	.644565	10.055435

Based on calculations of the various tests conducted on the two average data shown in the table above, the column Levene's Test for Equality of Variances had a significant value of 0,0055. (p 0,05). It proved that the two variations were not the same. As a result, when comparing the average population, the variance should be equal rather than assumed (t-test for Equality of Means). When equal variance was not considered, the t value was 2,891 with a significance level of p = 0,0155. The findings revealed that p 0.05 indicated differences in language skills (LS) perspectives among Visual Communication Design students and graduates. Visual Communication Design students and graduates' language skills (LS) levels could differ significantly.

The following sections will detail the various viewpoints that graduates and students of visual communication design have regarding the demands of language learners.

3.2 Learners' English Proficiency Information Concerning Language Skills

The perspectives of graduates and students in visual communication design must be more in sync to fully understand the needs of English language learners (listening, speaking, reading, and writing). According to Saefullah & Nugraha (2020), the needs analysis results showed that English instruction should integrate four English abilities (speaking, listening, writing, and reading) to meet the students' demands. The author has investigated and identified the learners' information on English proficiency to identify their current English language skills and their strengths and weaknesses. This is important to determine the adequate curriculum and syllabus for preparing the English course materials for Visual Communication Design students. As Zhu & Liu (2014) recommended several curriculum design concepts, including the needs, objectives, scientific, systematic, and developmental principles
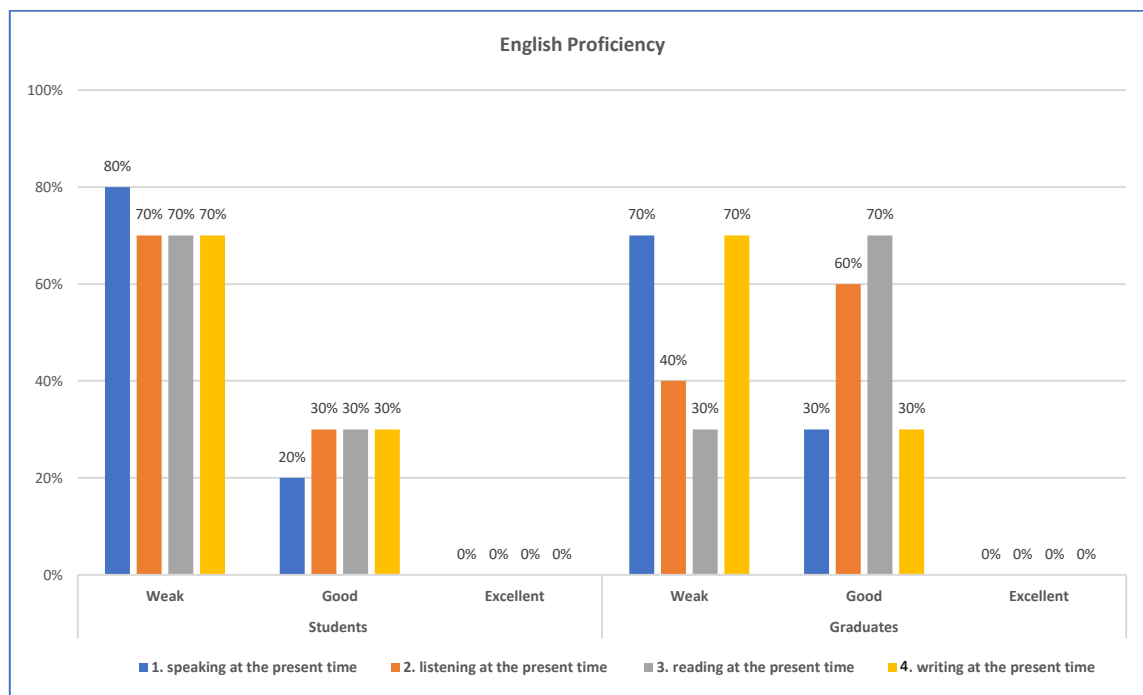

Figure 2. Learners' Information on English Language Proficiency

The figures above depict learners' knowledge of English proficiency concerning language skills, as seen through the perspectives of students and graduates. They had similar opinions, and the majority still lacked language skills in speaking and writing. However, There were differences in English language skills in listening and reading between students and graduates. Most students had poor listening and reading skills, whereas the graduates had good ones.

3.3 English Language Proficiency that Students Are Most Likely to Use

The students' and graduates' perspectives on the language skills that learners are most likely to employ were influenced by the varying degrees of English proficiency among Visual Communication Design students and graduates' language abilities. This section will describe the English language skills students and graduates most likely use during learning and depicts their perspectives on the frequency with which English language skills were used.
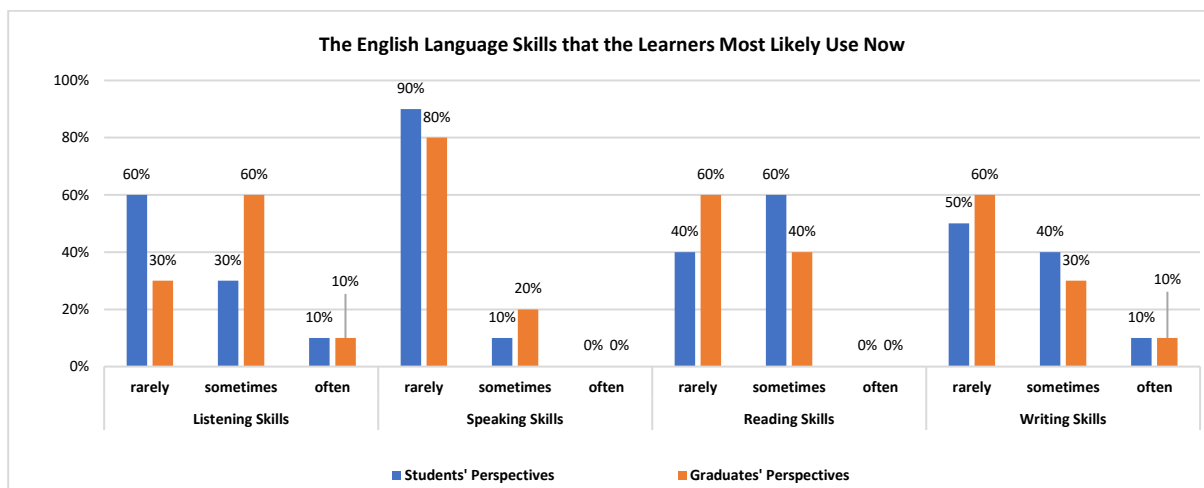
Figure 3. English Language Proficiency that Students Are Most Likely to Use

In listening practices, most students said they rarely practiced listening to their classmates during the learning session. In contrast, graduates reported that such activity was used occasionally and frequently in the workplace. They would sometimes practice listening with co-workers or colleagues. They repeatedly listened to the spoken presentation, especially when there were international attendees at meetings or seminars.

As shown in the Figure above, most students and graduates had similar views on the speaking skills activities they were most likely to participate in. They said they rarely use all of their speaking abilities while studying or working in the classroom or office. This should get the institution's extensive attention to encourage them to be more active in speaking. As stated by Al-Roud (2016) and (Rao, 2019) that speaking skill is regarded as one of the four essential language skills that play a vital role in English as a foreign language (EFL) and lead to successful communication between people in this new era. Speaking enables speakers to share knowledge and information with others in the academic context.

Students and graduates expressed different perspectives on reading books, articles, and journals during the reading skills activities. Most students said they occasionally read books, articles, and journals in the classroom. In contrast, most graduates said they rarely do this activity in the workplace.

Students and graduates agreed on the writing skills activities they would most likely use. They said they rarely write texts, essays, and references during the writing skills activities. They claimed they never received writing assignments, reports, or references in class. Like graduates, most workers claim they don't frequently engage in the workplace.

3.4 Learners' Needs for English Course Materials

The needs of the students for English course materials and the teaching method in English course practice have then been determined based on the viewpoints of internal and external stakeholders to suggest the suitability of the English language course materials and the teaching process the learners would take.
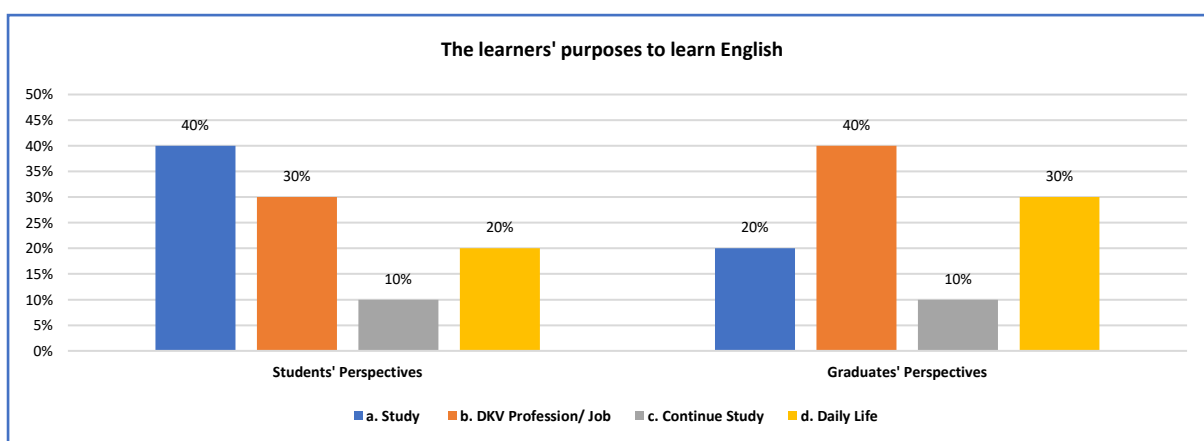
Figure 4. Perspectives of Students and Graduates on Learners' Purposes for Learning English

There were different perspectives among students and graduates regarding the primary purposes of learners' need to learn English courses. As illustrated in the Figure 4, most students wanted to learn English for their studies. On the other hand, the graduates believed that the primary purpose of taking English classes should be for the related profession or job.
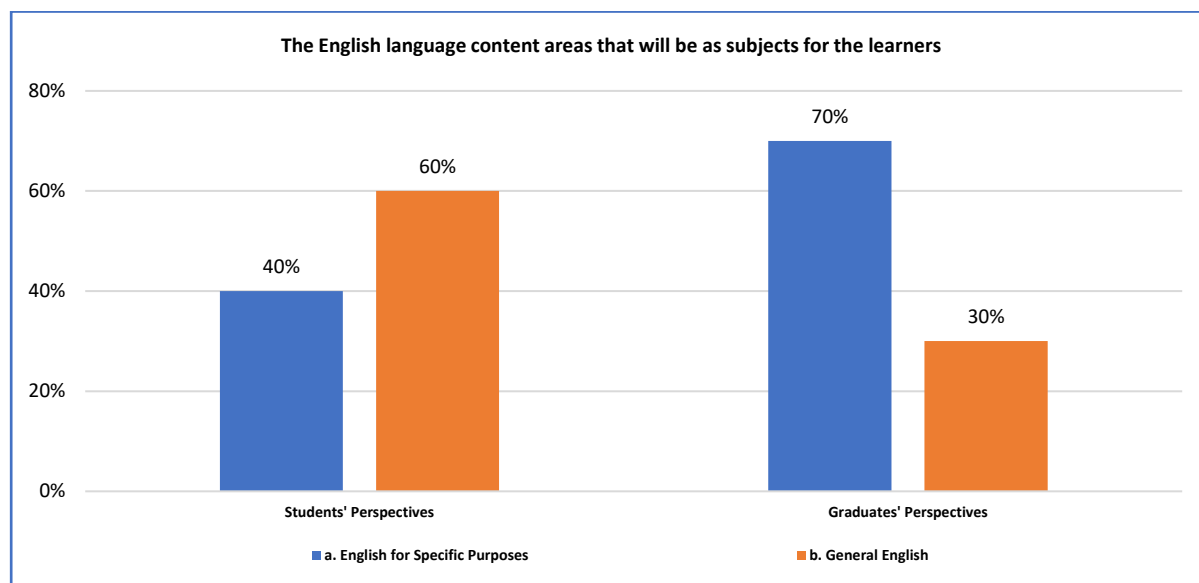

The English language content areas that will be as subjects for the learners

- a. English for Specific Purposes
- b. General English

Figure 5. The Perspectives of Students and Graduates on the Subject Matter of the English Language that will be Taught to Learners

Then, as shown in the Figure 5, most students and graduates selected the various English language content areas that would be subjects for the learners. The students chose General English (GE) as the English language content area to be used as a subject. Conversely, the graduates chose English for Specific Purposes (ESP) as a subject.
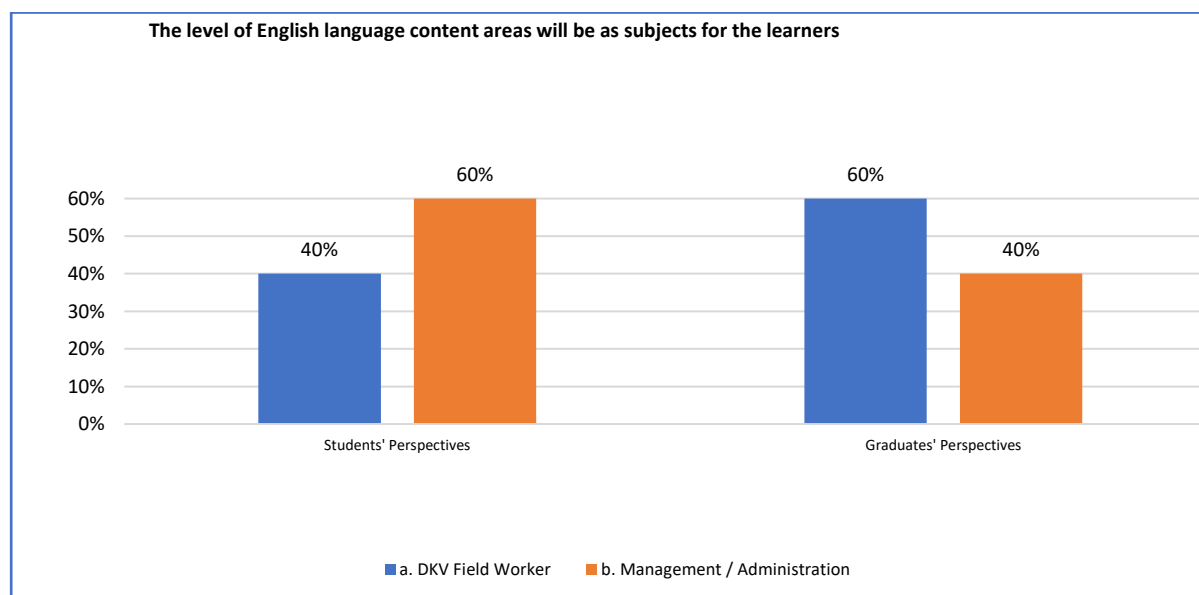

The level of English language content areas will be as subjects for the learners

- a. DKV Field Worker
- b. Management / Administration

Figure 6. The Level of the English Language Content Areas from the Students' and Graduates' Views will be a Topic for the Learners

Furthermore, most students and graduates had differing views on the English language content level to which they would be subjected. The graduates said they should have taken and used English for Specific Purposes (ESP) courses. On the other hand, students stated that they should have studied and applied General English (GE) as a management or administration course subject. It contradicted the policy of Telkom University's Creative Industries Faculty, which stated that students were prepared to support related professions or jobs after graduation.
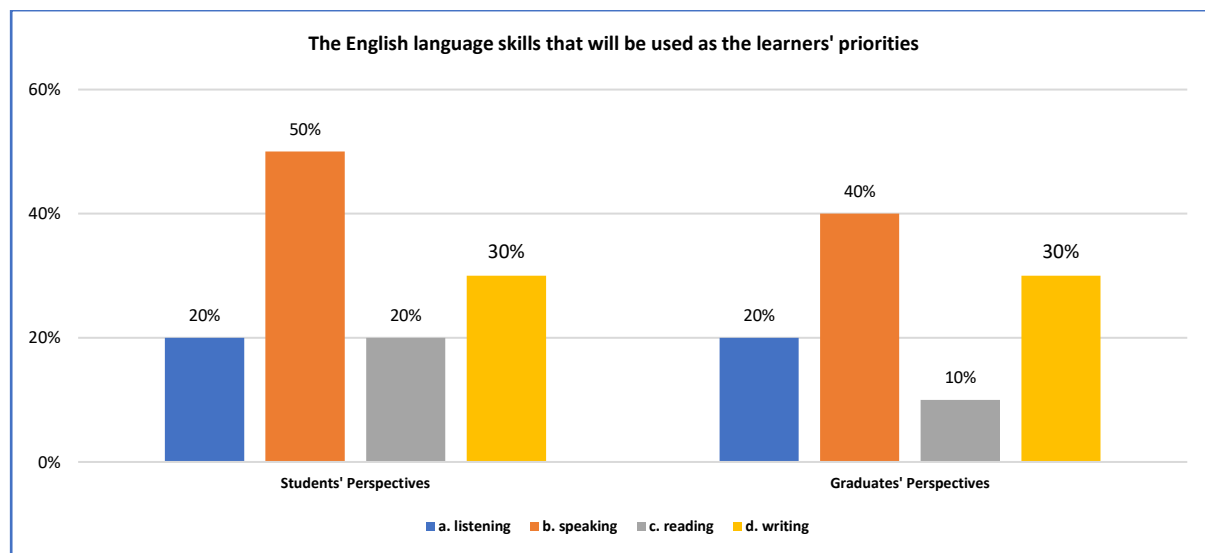

Figure 7. Students and Graduates' Perspectives on the English Language Abilities that Learners will Prioritize

As illustrated in Figure 7 above, most students and graduates agreed that speaking and writing were critical to English language skills. It is reasonable to conclude that improving the learners' speaking and writing skills will improve their fluency in spoken and written interactions with co-workers or colleagues.

According to the graduates, it was also in line to learn English that most university students are aware of English's importance for their future employability, even though the results of their English proficiency tests are primarily poor (Abdul Kadir et al., 2015; Ranasinghe & Ranasinghe, 2012).
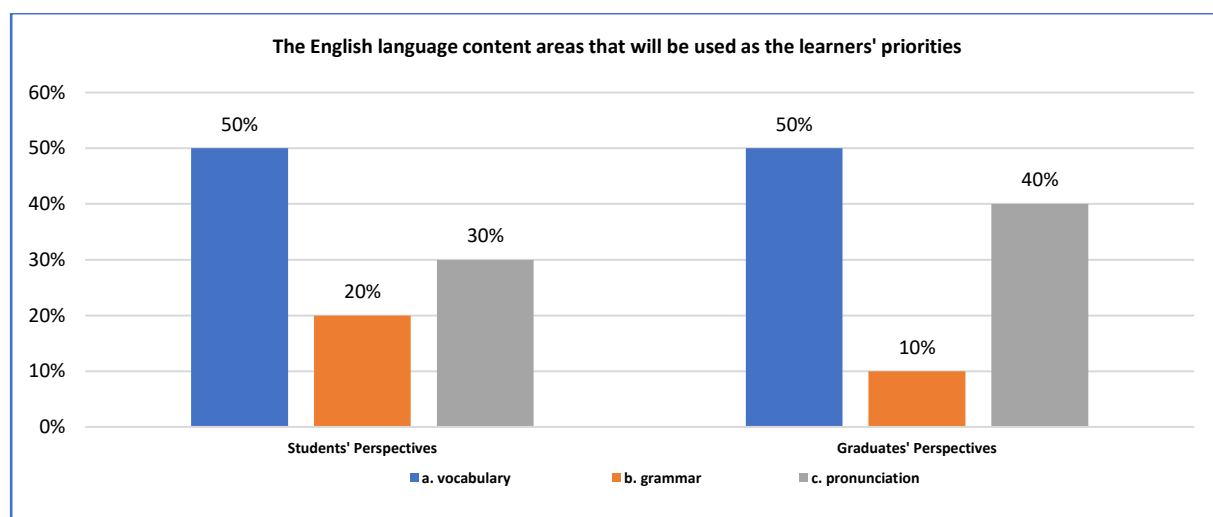

Figure 8. The English Language Content Areas will be used as the Learners' Priorities from the Perspectives of Students and Graduates.

Students and graduates valued vocabulary as the main area of English content and speaking proficiency as the English language competency. As shown in the Figure above, the remaining language subject categories that students should use are from a different perspective, followed by pronunciation and grammar.
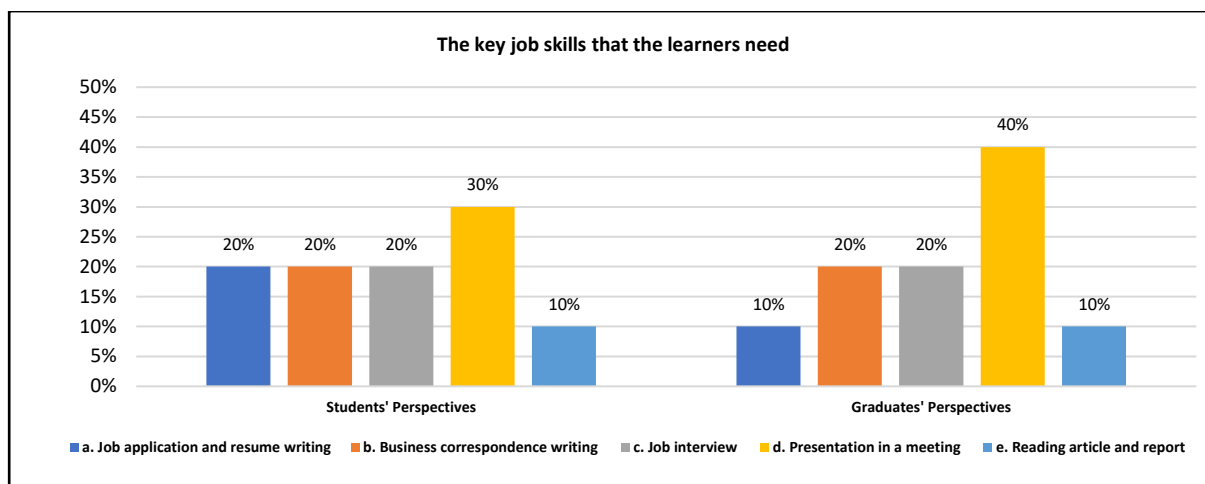
Figure 9. The Key Job Skills that Learners Need, from the Perspectives of Students and Graduates

As shown in the Figure, most students and graduates ranked giving a presentation at a meeting as a significant professional skill that should be taught in an English course as one of the essential abilities students need to prepare course materials in English. The second primary important job skill they chose was business correspondence writing.
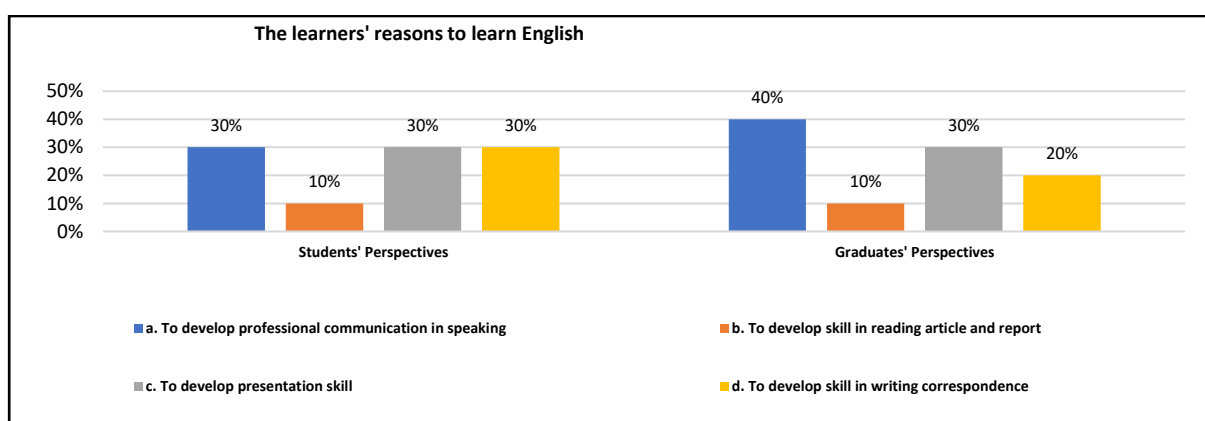

Figure 10. The Students and Graduates' Perspectives on the Learners' Reasons for Learning English

Students and graduates concluded that the main reason students took the English course was to improve their professional communication in speaking after identifying the equivalent vital job skills required by learners to produce the English course materials. Speaking was the most crucial language skill in the English course to help the learner's competence in English communication, consistent with the respondents' prior response, as shown in Figure. Then developing skills in writing correspondence would be the next reason, followed by developing presentation skills and writing correspondence. These findings have global implications for English language education in industry settings. As globalization continues to connect industries and organizations across borders, proficiency in English becomes increasingly crucial for successful communication. The study highlights the need for tailored English courses that address the specific language demands of Visual Communication Design.

4. Discussion

The discussion of this research will be focused on the gap between the Visual Communication Design students' and graduates' perspectives on English language skills. The first is about the learners' English proficiency information concerning language skills. Then, the English language skills that the learners most likely use and learners' needs for English course materials.

The study used T-Test Language Skills to compare the perspectives of students and graduates on learners' needs concerning language skills. The findings showed significant differences in language skills perspectives between the two groups, indicating that Visual Communication Design students and graduates may have varying English language abilities.

4.1 The learners' English proficiency information concerning language skills

Regarding learners' English proficiency information concerning language skills, the study revealed that students and graduates shared similar opinions about the lack of language skills in speaking and writing. However, there were differences in listening and reading skills, with graduates having higher proficiency in these areas. Both students and graduates acknowledged their weaknesses in speaking and writing English. They reported being at a beginner level in speaking, with difficulties in fluency and expressing ideas coherently. Similarly, their writing skills could be improved, needing help with grammar, organization, and paraphrasing. In contrast, graduates showed higher proficiency in listening and reading, understanding more complex texts and conversations.

4.2 The English language skills that the learners most likely used

Regarding the English language proficiency students and graduates are most likely to use, the study found that listening and speaking skills were only sometimes practised by students during learning sessions. On the other hand, graduates reported using these skills occasionally and frequently in the workplace. In reading and writing, both groups expressed low usage of these skills. Students demonstrated low speaking and listening practice during learning sessions, while graduates reported frequent usage of these skills in the workplace. However, both groups expressed limited use of reading and writing skills.

4.3 Learners' needs for English course materials

The study also explored learners' needs for English course materials. Students wanted to learn English for their studies, while graduates believed that the primary purpose of taking English classes should be for their related profession or job. The investigation into learners' needs for English course materials highlighted that students primarily sought English for academic purposes, while graduates considered it essential for their professions, indicating differing motivations (Shell & Lynch, 2018)

There were differences in the English language content areas and levels that students and graduates preferred for learners. Speaking and writing were critical language skills to prioritize, followed by vocabulary and pronunciation. They also had different preferences for content areas, with students opting for General English and graduates preferring English for Specific Purposes (ESP). Both groups agreed that speaking and writing skills were the most crucial areas to focus on, followed by vocabulary and pronunciation.

Moreover, the study identified vital English job skills that learners need, such as giving presentations at meetings and writing business correspondence. It was found that students took the English course primarily to improve their professional communication in speaking. Both students and graduates recognized the importance of presentation skills in their future careers. Graduates also emphasized the need for writing business correspondence as a valuable job skill.

Overall, the study highlights the importance of tailoring English courses to address the specific language demands of Visual Communication Design students and graduates. As globalization continues to connect industries and organizations worldwide, proficiency in English becomes increasingly crucial for successful communication in the industry setting. The findings of this research have broader implications for English language education in various industries where effective communication is essential for success.

The significance of these findings lies in their implications for designing English language courses tailored to the specific needs of Visual Communication Design students and graduates. The study underscores the importance of addressing the gap in English proficiency and the differing language demands between the two groups. The identified disparities can inform tailored language instruction, curriculum design, and policies to improve students' employability and language proficiency (Moore & Morton, 2017). By recognizing the importance of English skills in the workplace, graduates can be motivated to prioritize ESP over General English, leading to more relevant and practical language learning experiences.

The value of using mixed methods in this study is evident as it allowed researchers to capture quantitative and qualitative data, providing a comprehensive understanding of learners' perspectives and needs. The combination of survey data and interviews allowed for a more nuanced exploration of participants' language proficiency, skills usage, and preferences. This approach strengthens the findings' validity and enhances the results' applicability to real-world language learning contexts. The application of mixed methods is crucial here, as it allows for a comprehensive exploration of learners' perspectives, combining quantitative data from surveys with qualitative insights from interviews to enhance the credibility and practical applicability of the results (Hendren et al., 2022)

Therefore, this mixed-methods study sheds light on the English material needs of Visual Communication Design students and graduates. It emphasizes the importance of designing language courses that align with learners' specific language demands in their profession. The findings have broader implications for English language education across various industries, as effective communication in English is becoming increasingly crucial in a globalized world.

By conducting comprehensive needs assessments and tailoring learning materials accordingly, educators can better support learners in achieving their language learning goals and succeeding in their professional endeavors. The implications of these findings for theory and practice in English language education for Visual Communication Design students and graduates are significant. The identified disparities in language proficiency and perceived learners' needs provide valuable insights that can inform language instruction, curriculum design, and educational policies in several ways:

Language Instruction: Understanding the differences in language proficiency levels between students and graduates can help educators tailor language instruction to meet learners' specific needs. For instance, focusing on improving speaking and writing skills for students while offering more advanced listening and reading activities for graduates can create a more targeted and effective learning environment.

Curriculum Design: The study highlights the importance of integrating English for Specific Purposes (ESP) courses into the curriculum for graduates. By offering ESP courses that align with their professional needs and interests, graduates can develop language skills that directly apply to their industry context, enhancing their employability and communication in the workplace.

Educational Policies: The study emphasizes the need for educational institutions to prioritize English language education for industry-specific requirements. Policies promoting ESP courses and industry-related language skills can better prepare students for future careers and improve their language proficiency.

Benefits of Addressing Needs: Tailoring language instruction and curriculum design to address the identified needs can improve language proficiency and communication skills among Visual Communication Design students and graduates. This, in turn, can enhance their competitiveness in the job market and foster stronger international collaborations and networking within the creative industries.

Despite the potential benefits, implementing changes to address these needs may encounter some challenges:

Resource Constraints: Developing specialized ESP courses and materials tailored to each industry can be resource-intensive for educational institutions. It may require additional funding, qualified instructors, and time for curriculum development.

Resistance to Change: Educational institutions may need support from existing stakeholders or faculty members accustomed to traditional language instruction methods. Convincing them to adapt to a more industry-specific approach might take time and effort.

Assessment and Evaluation: Designing practical assessment tools to measure the impact of the proposed changes and evaluate learners' language proficiency accurately can be complex. Validating the effectiveness of the new approaches is crucial to ensure continuous improvement.

Variability in Learners' Needs: Within the Visual Communication Design field, diverse subfields and career paths may exist, each with specific language demands. Addressing all these varied needs might pose a ch To overcome these challenges, collaboration between academic institutions and industry stakeholders can be pivotal. Engaging professionals from the Visual Communication Design industry in curriculum development and offering internships or practical experiences can bridge the gap between academic language learning and real-world language demands. Additionally, investing in professional development programs for language instructors can equip them with the necessary skills and knowledge to deliver industry-specific language instruction effectively.

In conclusion, this study's findings provide valuable insights into the English material needs of Visual Communication Design students and graduates. By addressing these needs through targeted language instruction, curriculum design, and educational policies, academic institutions can better prepare learners for successful communication in their industry setting, ultimately contributing to their professional growth and competitiveness in the global market. While challenges may arise in implementing these changes, the potential benefits for learners and the industry make it a worthwhile endeavor for educators and policymakers. allenge for curriculum designers and instructors.

5. Conclusions

This study aimed to comprehend the perspectives and needs of Visual Communication Design students and graduates regarding English learning materials. Key findings include (1) a gap between taught English skills and industry demands, urging curriculum adjustments; (2) differing perceptions between students and graduates, highlighting a need for academic-industry alignment; (3) identified areas of improvement in speaking and writing skills, signalling focused language training necessities; and (4) graduates' practical use of English skills, emphasizing the need for industry-specific training. These insights hold significance for Visual Communication Design (VCD) and English language learning. Addressing academic-industry disparities can lead to tailored English courses meeting industry needs. Comprehensive needs assessments are vital for materials design. Ultimately, this research better equips VCD students with industry-relevant English skills.

Further research should explore factors influencing graduate skills and evaluate the effectiveness of English teaching materials in facilitating paraphrasing, the writing process, and delivering presentations in English. The study suggests further exploring factors influencing graduate skills and evaluating the effectiveness of English teaching materials in facilitating essential competencies such as paraphrasing, the writing process, and delivering presentations in English. These research areas can help enhance the design of future English courses for VCD professionals.

6. Acknowledgement

References

Abdul Kadir, K., & Wan Mohd Noor, W. S. (2015). Students' awareness of the importance of English language proficiency with regard to future employment. *World Review of Business Research*, *5*(3), 259-272.

Afrianto, A., & Gulö, I. (2019). Revisiting English competence at hotel. *Teknosastik*, *17*(1), 35-39. https://doi.org/10.33365/ts.v17i1.248

Al-Mutairi, A., Naser, K., & Saeid, M. (2014). Employability factors of business graduates in Kuwait: Evidence from an emerging country. *International Journal of Business and Management*, *9*(10), 49. https://doi.org/10.5539/ijbm.v9n10p49

Al-Roud, A. (2016). Problems of English speaking skill that university students encounter from their perspectives. *British Journal of Education, Society & Behavioural Science*, *18*(3), 1-9. https://doi.org/10.9734/BJESBS/2016/28404

Ariyawansa, R. G. (2008). Employability of graduates of Sri Lankan universities. *Sri Lankan Journal of Human Resource Management*, *1*(2), 91-104. https://doi.org/10.4038/sljhrm.v2i1.5107

Basturkmen, H. (2015). *Developing courses in English for specific purposes*. Springer.

Çal, A., Admiraal, W., & Mearns, T. (2022). The what–how–why of English in the workplace: perspectives from Turkish engineers. *European Journal of Engineering Education*, *47*(2), 333-352. https://doi.org/10.1080/03043797.2021.1946014

Coldstream, P. (2003). Engagement-an unfolding debate. In Bjarnason, S. & Coldstream, P. (eds), *The idea of engagement: Universities in society*. Association of Commonwealth Universities. pp. 3-24.

DeMark, S., & Kozyrev, J. (2021). Enabling pathways to opportunity through a skills-based architecture. *The Journal of Competency-Based Education*, 6(1), e1241.

Eslami, Z. R. (2010). Teachers' voice vs students' voice: A needs analysis approach of english for academic purposes (EAP) in Iran. English Language Teaching, 3(1): 3-11. https://doi.org/10.5539/elt.v3n1p3

Freihat, S., & Al-Machzoomi, K. (2012). The picture of workplace oral communication skills for ESP Jordanian business graduate employees. *International Journal of Business, Humanities and Technology*, *2*(1), 159-173..

Laborda, J. G. (2011). Revisiting materials for teaching languages for specific purposes. *Online Submission*, *17*(1), 102-112.

Hendren, K., Newcomer, K., Pandey, S. K., Smith, M., & Sumner, N. (2022). How qualitative research methods can be leveraged to strengthen mixed methods research in public policy and public administration?. *Public Administration Review, 83*(3), 468-485.

Hyland, K., & Rodrigo, I. H. (2007). English for academic purposes: An advanced resource book. *Miscelánea: A journal of English and American studies*, (35), 99-108.

Indrasari, N. (2016). English for specific purposes: A need analysis at the second semester of physics education students of IAIN Raden Intan Lampung in the academic year of 2015/2016. *English Education: Jurnal Tadris Bahasa Inggris*, *9*(1), 161-172.

Limeranto, J. T., & Bram, B. (2022). Exploring EFL graduate students' perspectives and strategies to improve English speaking skills. *Surakarta English and Literature Journal*, *5*(1), 26-38. https://doi.org/10.52429/selju.v5i1.813

Ministry of National Education. (2005). *Rencana pendidikan nasional jangka panjang 2005-2025*. Ministry of National Education Republic of Indonesia.

Moore, T., & Morton, J. (2017). The myth of job readiness? Written communication, employability, and the 'skills gap in higher education. *Studies in higher education, 42*(3), 591-609. https://doi.org/10.1080/03075079.2015.1067602

Nasution, S. S., Sukmawati, N. N., & Sesriyani, L. English for informatics engineering: Needs analysis. *Jurnal Pajar (Pendidikan dan*

Pengajaran), *4*(3), 478-488. https://doi.org/10.33578/pjr.v4i3.7959

Nazara, S. (2011). Students' perception on EFL speaking skill development. *Journal of English teaching*, *1*(1), 28–43. https://doi.org/10.33541/jet.v1i1.50

Nimasari, E. P. (2018). An ESP needs analysis: Addressing the needs of English for informatics engineering. *JEES (Journal of English Educators Society)*, *3*(1), 23-40. https://doi.org/10.21070/jees.v3i1.1085

Nurakhir, A. (2018). Exploring ESP needs of undergraduate nursing students in a university in Indonesia. *Advances in Social Sciences Research Journal*, *5*(7).

Paksi, G. R., & Subianto, I. B. (2020). Analisis kebutuhan mahasiswa desain komunikasi visual terhadap bahasa Inggris. *Human Narratives*, *2*(1), 26-32. https://doi.org/10.30998/hn.v2i1.585

Paltridge, B., & Starfield, S. (Eds.). (2013). *The handbook of English for specific purposes* (Vol. 592). Wiley-blackwell.

Qiong, O. U. (2017). A brief introduction to perception. *Studies in literature and language*, *15*(4), 18-28.

Ranasinghe, S. (2012). Perceptions of university students on the role of English language proficiency in career choice and mobility. *Journal of Humanities & Social Sciences, 7*(2), 204-218

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, *2*(2), 6-18.

Rido, A. (2020, April). English for university graduate employability: Students and employers' voices. In *Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* (pp. 6-10). Atlantis Press.

Saefullah, H., & Nugraha, S. I. (2020). English needs analysis for economics students: An exploratory research. *ELT in Focus*, *3*(1), 26-36. https://doi.org/10.35706/eltinfc.v3i1.3698

Shell, M. B., & Lynch, R. (2018). A comparative study of students' motivation for learning English as A foreign language and their preferences for instructional strategies in grades 9-12 at pan-Asia international school, Bangkok, Thailand. *Scholar: Human Sciences*, *10*(2), 59-59.

Ting, S. H., Marzuki, E., Chuah, K. M., Misieng, J., & Jerome, C. (2017). Employers' views on the importance of English proficiency and communication skill for employability in Malaysia. *Indonesian Journal of Applied Linguistics*, *7*(2), 315-327. https://doi.org/10.17509/ijal.v7i2.8132

Trianto, M. P. (2009). Mendesain model pembelajaran inovatif-progresif. *Jakarta: Kencana*.

Wijayanto, P. W. (2017). bridging the gap between the students and graduates' perspectives on the learners' needs to prepare the English course materials. In *Proceedings of the International Conference on Natural and Social Sciences (ICONSS 2017)*. https://doi.org/10.18502/kss.v3i4.1976

Wijayanto, P. W. (2017). The Learners' Needs in Preparing the English Course Materials: the Students' Perspectives. In *Proceeding of the 1st International Conference on Language, Literature and Teaching (1st ICoLLiT 2017)*. Wijayanto, P. W. (2017, April). The Industry's Perspectives on the Learners' Needs to Prepare the English Course Materials. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 1, pp. 172-177).

Wijayanto, P. W., Saleh, M., Mujiyanto, J., & Hartono, R. (2017). Graduates' perspectives on the learners' needs to prepare the english course materials. *International Journal of English Language, Literature, and Humanities*, *5*(1), 57-68.

Wijewardene, L., Yong, D., & Chinna, K. (2014). English for Employability need of the hour for Sri Lankan graduates. *British Journal of Arts and Social Sciences*, *17*(1), 137-145.

Yarlagadda, R., & Mantri, V.R.R. (2016). english for employability – the need for english speaking graduates in India. *Journal of English Language and Literature, 3*(1): 69-74.

Zhu, L. (2018.). A Research on Curriculum Design of EFL Students: Perspectives from Needs Analysis and Liberal Education — A Case Study of School of Foreign Languages in Nan Fang College of Sun Yat-Sen University in China. International *Journal of Languages, Literature and Linguistics:* *4*(3), 164-173. https://doi.org/10.18178/IJLLL.2018.4.3.169