



NEEDS ANALYSIS ON ENGLISH READING AND VIEWING MATERIALS FOR TENTH GRADE FASHION DESIGN STUDENTS

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Abstract

The world economic trends along with expanding markets have driven up the need for English language proficiency among fashion design students at Indonesian vocational high schools. This study performed a needs analysis to identify the English learning needs focusing in reading and viewing skills for tenth-grade students majoring in fashion design. Student questionnaires combined with an English teaching interview were used to collect data using descriptive research methodology. Sixteen students and one English teacher are the participants in this study. Questionnaire responses show that most of the students want careers in fashion design and merchandising, thus they need industry terminology and professional documentation skills and business communication skills. The students demonstrate primarily beginner-level English skills that they struggle to understand fashion-related vocabulary, professional communication, and official fashion documents like tech-packs. The research findings demonstrate why educational content must blend workplace-relevant material while matching industry requirements. To increase students' engagement and comprehension an English teacher needs to integrate multimedia resources together with visual-based instruction and authentic materials. The research helps develop English for Specific Purposes (ESP) learning materials that target vocational education to enable students to develop necessary skills for their future professions.

Keywords: English for Fashion Design; English for Specific Purposes; Needs Analysis

INTRODUCTION

The requirement of English proficiency at present stands essential for Indonesian Vocational High School or *Sekolah Menengah Kejuruan* (SMK) fashion design students and all other students in today's era of international trade and business, and rapid technological growth. Through Indonesian Emancipated Curriculum or *Kurikulum Merdeka* teachers can adjust educational content, include the materials in English subject, based on specific contexts and industry requirements (Kemdikbud, 2022). Correlating the English learning at schools with the English skill demands in the industries, English for Specific Purposes (ESP) stands vital in both ASEAN Economic Community (AEC) and Asia Pacific Economic Cooperation (APEC) organizations because of human resource's business communication skill needs.

Not all English teachers of SMK have specific knowledge or experience dealing with practical industries, that makes needs analysis important part of material development. English materials arranged for SMK students require industry contextualization to expose the students with the

authentic resources along with needs analysis (Lestari & Martiarini, 2021). Therefore, the current English textbooks used at SMK needs to be updated following the industry contexts and industry-focused contents to support the students with the English use in the industry related to their majors (Natsir et al., 2022; Pohan et al., 2025).

The Indonesian government views the textile and apparel sectors as key contributors to national economic expansion with significant continual progress, as reported by Kementerian Perindustrian Republik Indonesia (2024). The students in SMK with contextual foreign language learning obtain valuable Industry 4.0-oriented communication skills and industrial competencies that increase their employability (Vitariyanti et al., 2024). With global industry development, local brands together with e-commerce have strengthened the requirement for fashion workers to have international business communication skills, design elements, and knowledge of manufacturing and marketing processes (Chen et al., 2023; Sriyakul et al., 2019; Anggraeni & Rachmanita, 2015).

The research investigates tenth grade fashion design students' learning needs and target needs based on their prospective industry demands which includes fashion design, quality assurance, and fashion merchandising responsibilities as their possible future positions. Needs analysis supports ESP material development as it aligns content through industry practices (Malicka et al., 2019; Saragih, 2014). The limited references of workplace-based ESP observations could not optimally support the effectiveness of linking theoretical knowledge to actual workplace requirements (So-mui & Mead, 2000; Malicka et al., 2019).

The research adopts a target situation framework to create a worksheet that represents actual workplace scenarios for students. The research applies the framework from Hutchinson and Waters (1987) to create relevant content with teaching techniques that support students in their professional fields, specifically in needs analysis phase. Research on specific language needs serves to develop ESP materials while teaching students about fashion industry-related language use and providing them with necessary language competencies.

Some research within English for Specific Purposes (ESP) vocational education highlights the needs of needs analyses that lead to industry-specific language teaching materials. Needs analysis provides the fundamental framework for creating ESP materials because it enables the development of learning content which matches the professional goals along with workplace requirements of students. Existing research about ESP needs analysis for fashion design students at SMK especially in which including the discussion on global fashion industry lacks references, but other educational studies show targeted language instruction promotes vocational student learning and professional communication readiness.

Previously, Mahbub (2018) conducted the analysis of target and learning needs of Indonesian vocational high school students. The research demonstrated that teaching material development custom-made for students' vocational field leads to both better student participation and superior workplace readiness. The findings indicate that general English lessons are not enough for vocational students because they lack the career-specific language components needed in their future work settings. The combination of authentic workplace situations and relevant work vocabulary within ESP programs enables students to transition from academic practice to real-world occupational requirements.

Similarly, the research by Kamaruddin et al. (2021) demonstrates how designing ESP courses needs to focus on addressing the professional requirements of students in vocational high schools. The study revealed that properly designed instruction which derives from complete needs assessments yields superior results for language acquisition. Academic materials that are built with both industry requirements and students' language difficulties in mind make the

information more understandable and useful for learners who apply this knowledge to practical settings. The specific educational design works best for vocational education because it helps students acquire field-specific communication competencies.

Further, Sukarni (2022) researched how English textbooks met the learning needs of vocational high school students majoring in accounting in their eleventh grade. The research results show that academic materials that match students' professional needs boost their learning participation, enthusiasm, and performance capabilities, including industry-related knowledge. The analysis demonstrates that vocational sectors demand specialized English as a second language resources to fulfill their requirements. ESP instruction should avoid applying generalized methods because each vocational sector demands specialized language skills that professional workplaces need for communication and terminology.

While this recent study focuses on English for fashion industry, the above-mentioned studies analyze different vocational fields but agree that performing comprehensive needs analysis enables development of ESP materials which connect with students' targeted vocational environment. The implementation method for SMK fashion design students requires analysis of their specific fashion industry terminology used for descriptions and communications with fashion contexts, for example dealing with fashion-related communication between suppliers and clients. ESP teacher who includes authentic materials with industry-specific language use enable students to receive beneficial English instruction which strengthen their skills for global fashion industry participation.

The novelty of this research brings insights that it focuses its ESP needs analysis on the English language specifications required for fashion industry positions that include quality assurance specialists and fashion merchandisers as well as fashion designers. The research explores job-specific communication needs in detail to enhance student learning of industrial terms and workplace-related English skills in reading and viewing skills. The focused teaching methodology enhances receivers of English for specific purposes instruction through its ability to close the gap between education and industrial requirements thus maximizing student preparedness for workplace positions.

METHOD

The research uses a descriptive design to perform an English for Specific Purposes (ESP) needs analysis for the fashion industry for tenth graders of SMK majoring in fashion design. The research combines questionnaire surveys with semi-structured interviews as its qualitative and quantitative research methods. The research adopts Hutchinson and Waters (1987), and Dudley-Evans and St. John (1998) needs analysis frameworks for conducting a systematic evaluation of student language learning needs.

Sixteen tenth graders majoring in fashion design at a private SMK vocational school in Sleman Regency, Indonesia, participate in the study. The designed ESP course materials will specifically target these students who compose the main group of learners. The study includes an interview with the English teacher teaching at the fashion design department to collect information about student language and communication skill requirements as well as teaching and learning condition to support and complete the data from the questionnaire.

The data are collected through both a standardized questionnaire and an extended interview with semi-structured questions. The students' questionnaire includes twenty-two question items which assess essential areas about learning objectives and deficiencies as well as necessary elements alongside the required or target elements and input methods for learning in addition to setting preferences and student-teacher role definitions. The formalized procedure

enables thorough examination of student particular requirements in related with English use in specific context. Through a teacher interview using semi-structured design, the analysis obtains rich qualitative information regarding teaching practices and student language complications within the ESP education system and the current availability of the materials. The highlighted skills explored in this study are reading and viewing.

A descriptive method serves to analyze the gathered information. This study uses descriptive quantitative to assess questionnaire responses for the identification of student need patterns and it conducts qualitative evaluation of interview data for more exploration of the learning environment. The combination of quantitative statistical data and qualitative insights allows this research to achieve a detailed assessment of fashion design student ESP requirements which will direct development to English teaching materials.

RESULTS AND DISCUSSIONS

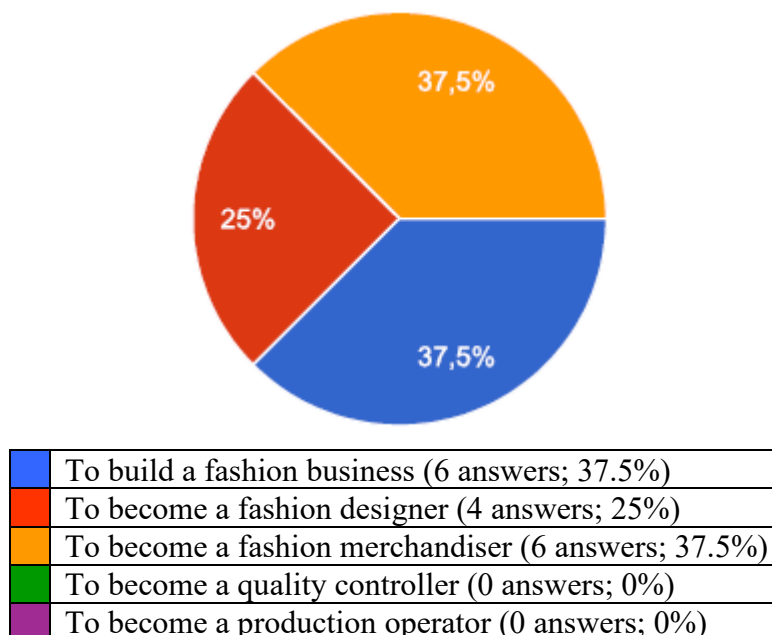
This section includes the results of the needs analysis conducted using an English teacher semi-structured interview and students' questionnaire. The data are beneficial for developing the specific English materials in the future research.

a. Learning Goals

To know the students' reason in choosing fashion design major, the first question relates to their learning objectives. In all, 37.5% of students wanted to launch their own fashion company, 37.5% wanted to work as fashion merchandisers, and 25% wanted to work as fashion designers. The goals of the target audience indicate their business goals in the fashion industry, which calls for English-language resources to provide training in professional network building for the sector as well as business communication using merchandising and order-handling terms.

Figure 1

Students' Goal in Choosing Fashion Design Major

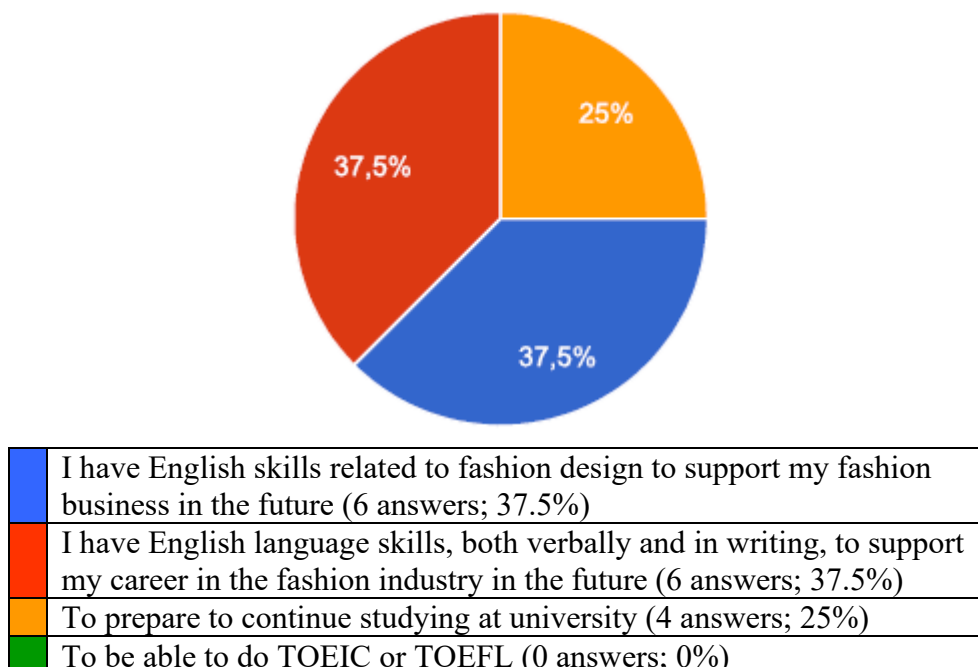


Another address is related to the students' objective in learning English. Career headway at the fashion merchandising composed half of the students' inspiration for English learning and 25% aiming to proceed their considers in English. Understudies who require English for proficient and scholarly progression coordinate the classification framework displayed by Dudley-Evans

& St. John's (1998). Through the Kurikulum Merdeka companies receive back to create communication capacities their groups must exceed expectations at work and set up modern businesses.

Figure 2

Students' Goal in Learning English



From the interview with the English teacher, it is found that the fundamental instructive objective for tenth-grade fashion design students targets the English capabilities that will advantage their future proficient work. The teacher shows that the students got to understand archives known as tech-packs since these official documents are essential for the professional fashion industry. Piece of clothing details in conjunction with materials information and estimations and generation enlightening can be found in a tech-pack. The students require essential understanding of these reports since they will experience them after graduation or amid their eleventh-grade internship.

The instructing standards of English for Specific Purposes (ESP) state that teaching and delivering the materials must reflect learners' proficient necessities agreeing to Hutchinson and Waters (1987). The educational modules of English instruction at SMK must coordinate the proficient necessities since the students' plan for employment or internships (Dudley-Evans & St. John, 1998). The teacher said that Kurikulum Merdeka suggests that students at SMK require context-specific and skill-based instruction. Beneath this instructive framework the educational programs must relate language learning to the industry environment which get students ready for working scenarios, exposing them with industry documents and communication.

She affirmed that content-based learning with visual highlights educating through aptitude seeing is most preferred by students. The strategies can be explained with fashion design settings. As a beginning establishment the official English reading material can be utilized, but it is additionally recognized that supplementary materials are required to construct an association between general English and fashion-related communication.

It can be concluded that fashion merchandising is the specific position which most of the students chose for the learning objectives, in which it related to not as it were the outlining, drawing, and making the demonstration, but moreover the arrange dealing with and finding data through design archives. Assignments and exercises speaking to the genuine industry world are considered critical to convey based on the teacher's and students' reactions. Visual highlights in setting design plan bolster the specific dialect learning.

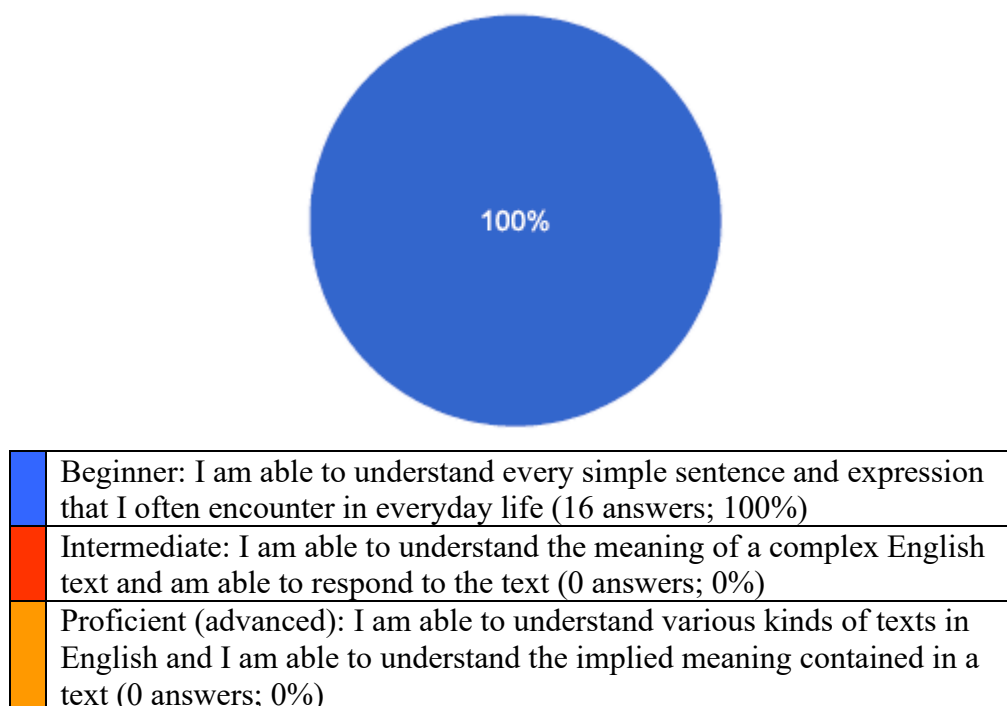
b. Lacks

Students' competencies that do not match the expectations are referred to as deficiencies or lacks (Nation & Macalister, 2010). The domain of English for Specific Purposes (ESP) necessitates the identification of these deficiencies, as they inform the requisite actions for curriculum development (Richards, 2001).

Upon inquiring about their proficiency in English, all participants (100%) classify themselves as beginner, indicating their comprehension of basic sentences and common expressions, while simultaneously acknowledging their struggles with intricate texts and professional discourse. Educators in the field of ESP are tasked with the development of instructional materials that facilitate the progression of student learning from foundational content to more sophisticated knowledge, in accordance with Hutchinson & Waters' (1987) framework of learning gap theory.

Figure 3

Students' Current English Level



From the interview with the English teacher, most of the students at this point show as beginner hence constraining their English utilize in design industry settings. They confront the major obstacle of having restricted information approximately fashion industry related terms. The students discover it challenging to comprehend the reading material which anticipates their comprehension of fashion-related English substance. The most challenge for them occurs when they must comprehend specific terms that show up in composed office materials such as tech-packs.

Related to understanding tech-packs or similar garment documents, the teacher recognizes how students specifying a tech-pack often don't get it the key terms found inside the determinations counting crease remittance nearby grainline beside placket. Most understudies base their reactions on arbitrary presumptions which demonstrate off-base more frequently than not. Amid a simple reading material, students basically recognize fundamental fabric terms like "cotton" or "silk" but confront troubles understanding complex material phrasing such as chiffon, twill, or gooey.

The teacher includes that the students confront crucial issues when attempting to get fashion-related documents as portions of varying media substances. Students find it difficult to get texture coloring to prepare instructional exercises since they need acknowledgment of vital activity verbs such as dousing, flushing, and wringing out. It is additionally imperative to instruct the understudies with an instructive video approximately design plan outlines, since the originator only utilized master fashion-industry dialect counting hanging strategy, color palette, and workmanships. Students center essentially on reading and visuals rather than talked substance amid instruction which confines their capacity to understand all displayed fabric concurring to the teacher.

Students have identified that they encounter difficulties in verbal communication due to deficiencies in vocabulary acquisition. Moreover, learners frequently refrain from responding to inquiries related to fashion during discussions, primarily due to uncertainty regarding their pronunciation or concerns about selecting inappropriate terminology. In dialogue exercises that simulate client-designer interactions, students typically provide one-word responses rather than constructing comprehensive sentences. The learners replace intricate descriptions with rudimentary terminology, articulating phrases such as "tight top and big skirt." The students' challenges in effectively communicating within professional settings stem from their insufficient exposure to formalized fashion vocabularies. The investigation conducted by Hutchinson and Waters (1987) showed that learners of English for Specific Purposes (ESP) necessitate specialized input that bridges their existing knowledge with their vocational requirements.

Feedback from both the teacher and students indicates that the students have a basic skill level in English, characterized by a limited mastery of vocabulary, particularly in relation to the fashion industry contexts. In relation to the previous discourse, visual aids can assist in providing students with representations of vocabulary that is infrequently utilized in everyday conversations, particularly concerning types of garments, craftsmanship, and accessories. Consequently, it is important to modify the linguistic elements within the instructional materials, incorporating a vocabulary list and exercises, alongside pronunciation practice, to facilitate the enhancement of the students' vocabulary and communication competencies.

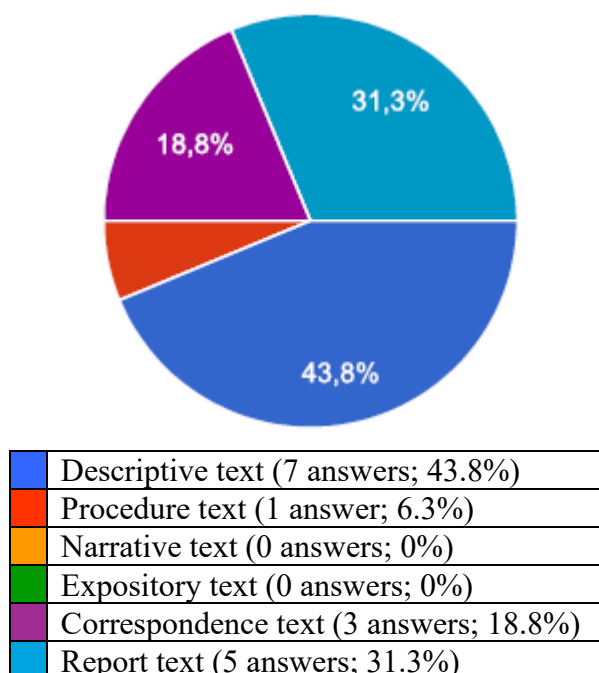
c. Necessities

According to Dudley-Evans and St. John (1998), necessities are the main competencies which learners have to master as their target inside their working environment contexts. Proficient success inside the fashion industry intensely depends on the capacity to ace graphic writings with reports that support tasks from piece of clothing and apparel specifications to promoting and client relations.

When inquired around the foremost vital texts to master for their future careers, most students distinguished descriptive graphic or visual texts as fundamental (43.8%) taken after by reports (31.3%). About language use in fashion industry, Ruffolo (2024) illustrates that this preference matches the working environment communication necessities. Industry-specific expression and report creation materials will boost students' business insights.

Figure 4

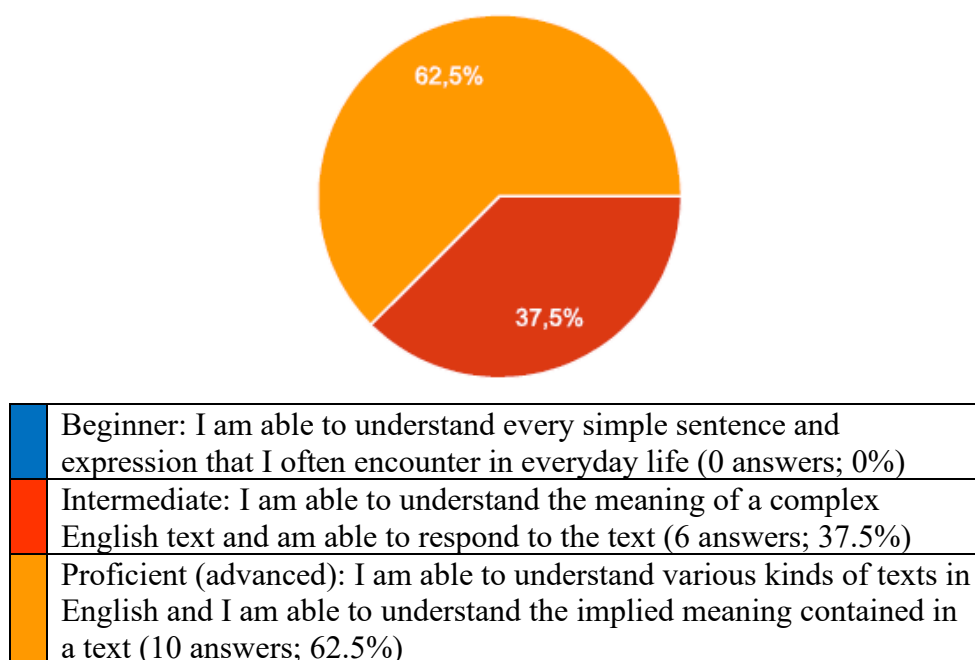
Important Texts to Master



Related to what English skill level will be vital for their career way agreeing to their recognition, most students (62.5%) agree that they need to reach a progressed or advanced level but 37.5% needed to reach intermediate English skill. The requirement for ESP materials with industry-relevant assignments as learning progressors matches the discoveries of Flowerdew and Peacock (2001).

Figure 5

Target English Skill to Work in the Fashion Industry



Scholars have identified that students encounter difficulties in comprehending reading texts due to deficiencies in vocabulary acquisition. Moreover, students frequently refrain from responding to inquiries related to fashion during discussions, primarily due to uncertainty regarding their pronunciation or concerns about selecting inappropriate terminology. In dialogue exercises that simulate client-designer interactions, students typically provide one-word responses rather than constructing comprehensive sentences. This aligns with findings from Prasetia, Dwiniasih & Pradeska (2024), who noted that some students struggle to meet the Minimum Mastery Criteria (MMC) due to limited vocabulary and difficulties in consistently applying reading strategies. These challenges may contribute to students' reluctance to engage in discussions and their tendency to provide minimal responses in interactive activities.

The students replace intricate descriptions with rudimentary terminology, articulating phrases such as "tight top and big skirt." The students' challenges in effectively communicating within professional settings stem from their insufficient exposure to formalized fashion terms. The investigation conducted by Hutchinson and Waters (1987) elucidates that learners of English for Specific Purposes (ESP) necessitate specialized input that bridges their existing knowledge with their vocational requirements.

Feedback from both the teacher and students indicates that the students have a foundational proficiency in English, characterized by a limited mastery of vocabulary, particularly in relation to the fashion industry contexts. In relation to the previous discourse, visual texts can assist in providing students with representations of vocabulary that is infrequently utilized in everyday language use particularly concerning types of garments, craftsmanship, and accessories. Consequently, it is needed to modify the linguistic elements within the instructional materials, incorporating a vocabulary list and exercises, alongside pronunciation practice, to facilitate the enhancement of the students' vocabulary that will leads to specific language use mastery related to their majors.

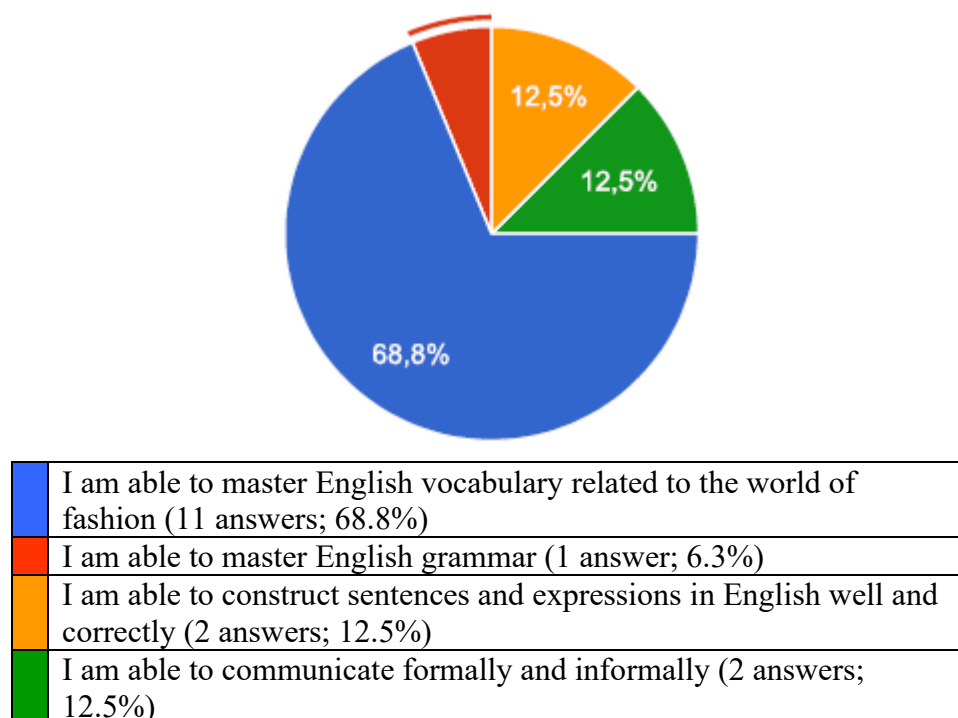
d. Students' Wants

The preferences of students can be examined by facilitating the expression of their favored learning methodologies (Graves, 2000). The elucidation of students' learning inclinations results in the implementation of interactive pedagogical techniques that yield favorable educational outcomes.

The inquiry concerning students' desires pertains to their predominant aspirations regarding the outcomes of their English language acquisition. A significant proportion of students (68.8%) identified fashion terminology as their principal goal, followed by those who indicated a preference for the study of grammar (6.3%) and sentence structure (12.5%). These results substantiate Carver's (1983) theoretical framework, which distinguishes between the instruction of linguistic competencies and the acquisition of linguistic knowledge in the context of English for Specific Purposes (ESP).

Figure 6

Students' Expected Outcomes of Learning English



The assertion that a significant majority of students aspire to attain proficiency in fashion-related English vocabulary is substantiated by the instructor, evidenced by the heightened engagement of students during discussions pertaining to the fashion industry within English language classes.

Furthermore, their seniors, who have previously completed internship programs, share their internship experience related to the critical importance of mastering fashion English to succeed as professional fashion practitioners in the future. Consequently, in the development of supplementary educational materials, it is important that students are exposed to fashion English vocabulary within the context of fashion-oriented tasks and exercises. Additionally, the incorporation of English vocabulary into sentences and communicative practices must also be addressed properly.

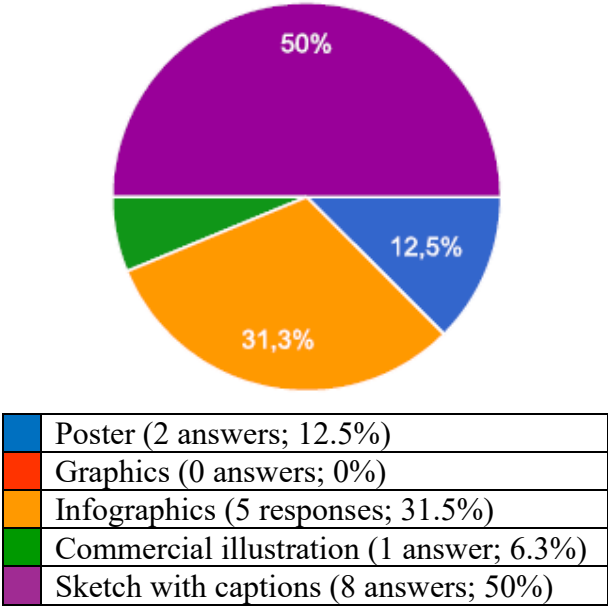
e. Learning Input

Learning input is related to the materials, assets, and media with which students are instructed the language skills (Krashen, 1985). In ESP, the determination of suitable materials is imperative to guarantee that learners are uncovered to true and pertinent substance (Dudley-Evans & St. John, 1998).

The primary address approximately learning input is sort of materials that the students favored to memorize seeing abilities. The students certified draws with increments partitioned equitably with infographics at 31.3% whereas portrays with clarifications came in to begin with with 50%. Visual components play a basic part in understanding concurring to Mayer's Cognitive Hypothesis of Interactive Media Learning (2005) particularly for students in professional programs. English materials for language learning instruction must improve their visual substance with outlines related to fashion industry.

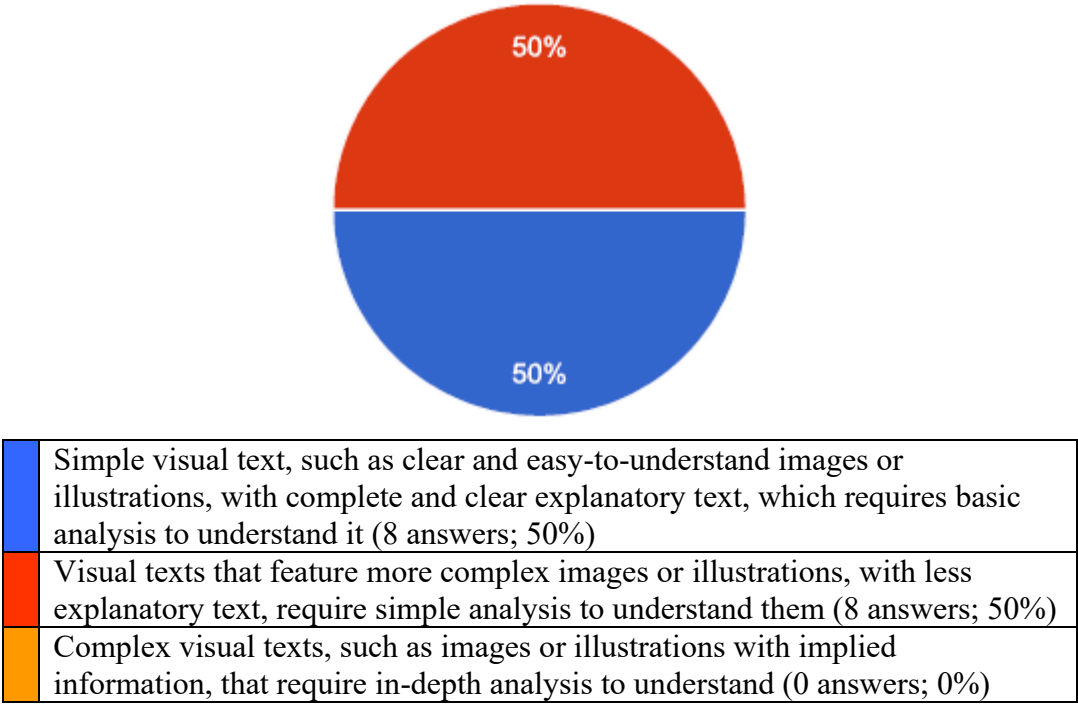
Figure 7

Preferred Visual Texts



Here is the students' feedback of viewing materials which they think make them learn easily. Half of the students react to both basic visual materials with clear explanation (50%) and parallel to that half of them demonstrate decently complex visual materials requiring fundamental explanatory understanding (50%). The result illustrates why coursebook designers must incorporate diverse levels of realistic complexity in materials agreeing to the suggestions by Tomlinson (2011).

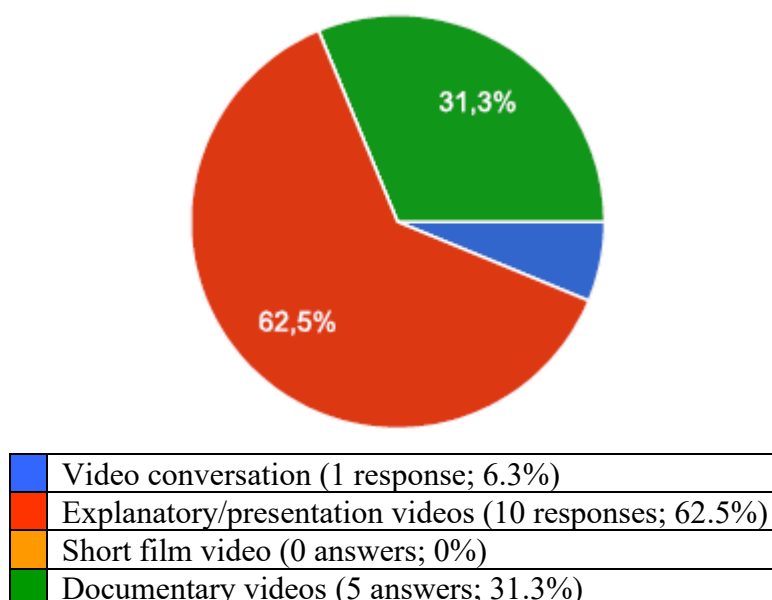
Figure 8
Preferred Complexity Levels of Visual Texts



The next questionnaire item goes to varying media materials. When it comes to preferred varying media substance for English learning, the students choose informative explanatory videos most frequently and documentaries for another alternative (62.5% and 31.3% individually). Media inquire about in interactive media learning affirms that varying supporting learning materials keep the students' engagement particularly in English for Specific Purposes contexts (Mayer, 2009).

Figure 9

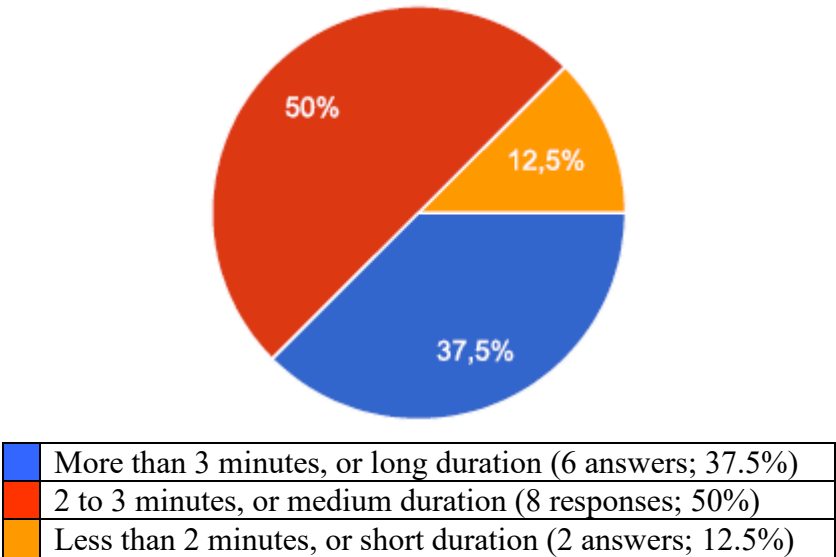
Preferred Forms of Audiovisual Texts



When talking about varying media materials, it is additionally vital to consider the length or the term. Most of the students' preferences part between audiovisual recordings around two to three minutes and audiovisual recordings with longer duration. Considering the students' English skill level, Guichon and McLornan (2008) proposes instructive EFL recordings between two and three minutes serve the reason of locks in understudies without overpowering them with cognitive strain.

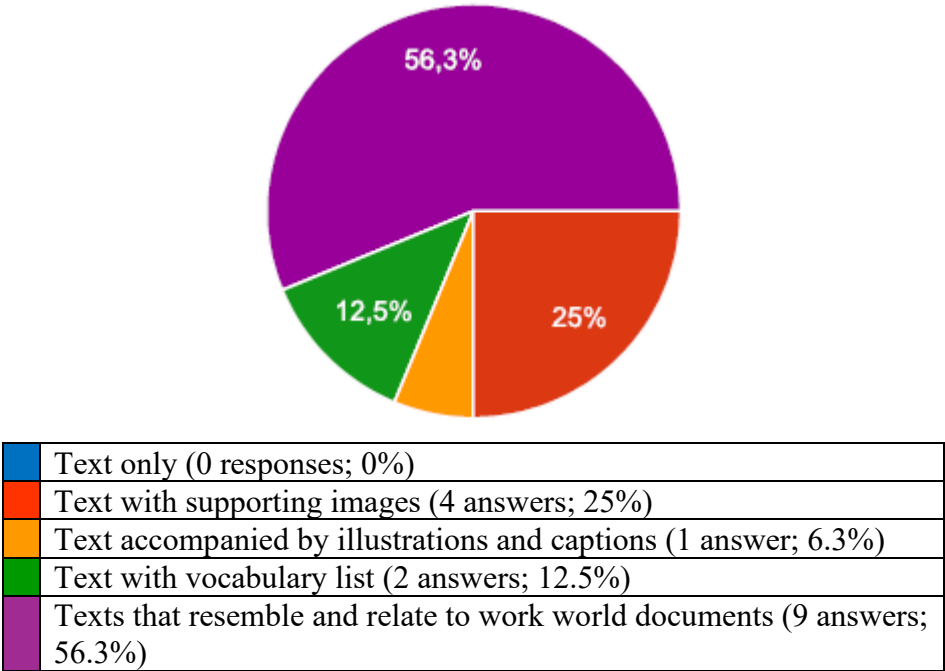
Figure 10

Preferred Durations of Audiovisual Texts



This address inquiries about the students’ approximately the frame of reading comprehension materials they prefer. Students generally prefer (56.3%) texts about work environment documentation taken after by (25%) those containing visual elements. Appropriate reading materials serve as per Nation's (2010) suggestion to improve students’ understanding as well as connected learning.

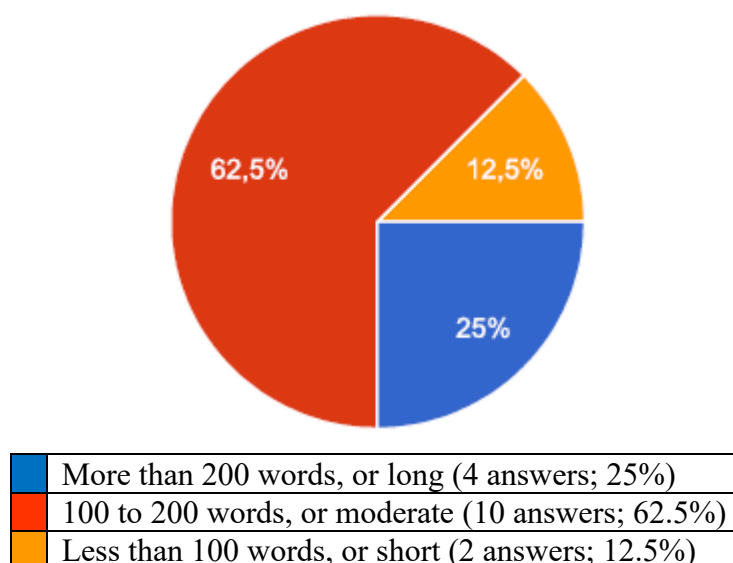
Figure 11
Preferred Forms of Reading Texts



Still related to reading materials, this address is related to the length of the texts. The content length chosen by most of the students included reading texts extending from 100-200 words. Considers by Carrell and Eisterhold (1983) demonstrate that reading materials of this length move forward handling speed and empower students to attain optimal understanding of the substance, considering the students’ skill level.

Figure 12

Preferred Length of Reading Texts



Related to the input, most of the students prefer basic to medium complexity of the content for both reading and viewing materials. Connecting with the “lack” point, this can be identified that the students' English abilities are at the beginner level. Whereas uncovering the students to the proficient design vocabulary, the reading comprehension texts should not be as difficult to support the students amid the learning and lock in them with the materials they are simple and enthusiastic to learn.

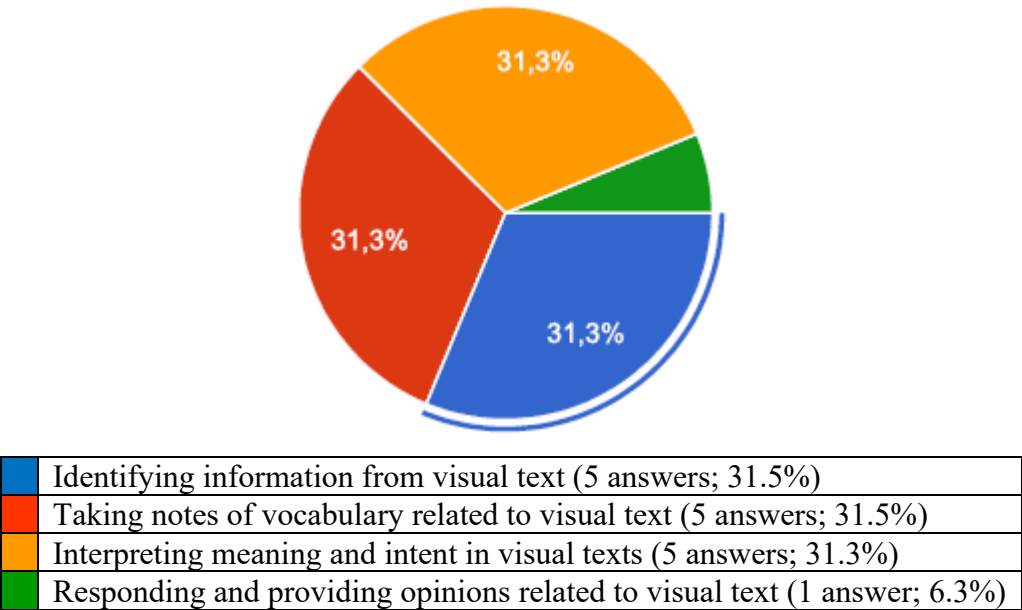
f. Preferred Learning Activities

Students discover their most compelling directions strategies to be favored learning strategies according to Richards (2006). Characterizing preferred learning methods permits instructors to form educating strategies which match students' cognitive capacities or English skill level beside their proficient necessities.

The primary address approximately favored learning exercises is related to viewing learning exercises the students prefer. 31.3% of the students choose three comparable exercises amid visual content learning: Recognizing data in conjunction with noticing vocabulary and interpreting the visual meaning. Such preferences match Ellis (2003) which places students in real-world situation.

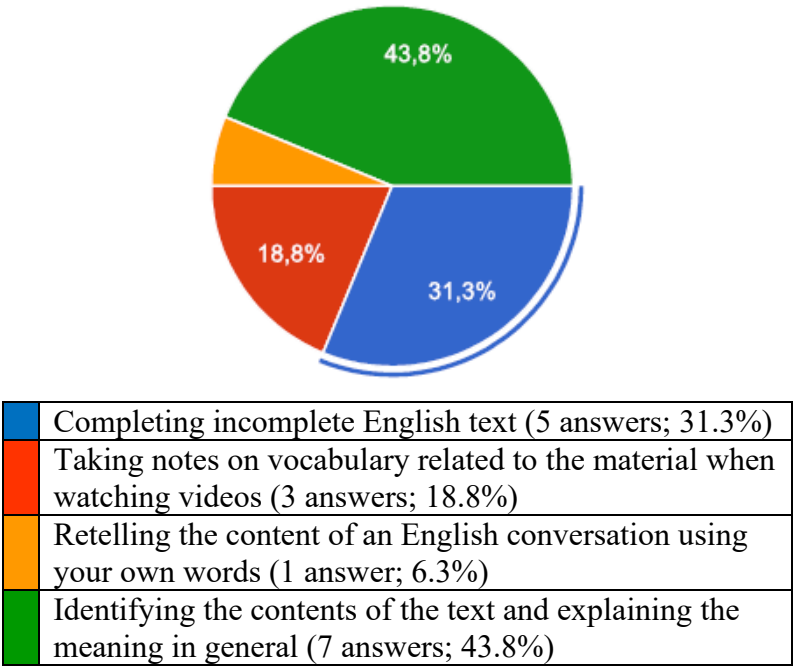
Figure 13

Preferred Activities of Learning Viewing Visual Texts



When it comes to varying media content learning exercises, students appeared the foremost preference for substance summarizing at 43.8% and filling in the blanks in content with 31.3% votes. This is in line with Vandergrift (2007) investigating summarization makes a difference both understanding communication texts and its retention.

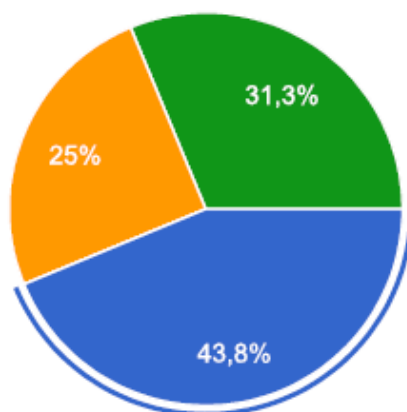
Figure 14
Preferred Activities of Learning Viewing Audiovisual Texts



The favored comprehension reading exercises concurring to the students' preference are investigated with this address. Students responded more favorably to answering comprehension questions than any other exercises with 43.8% understanding whereas examining vocabulary came next at 31.3%. The learning exercises coordinate Laufer and Hulstijn's (2001) sees on how task-induced inclusion help students obtain vocabulary.

Figure 15

Preferred Activities of Learning Reading

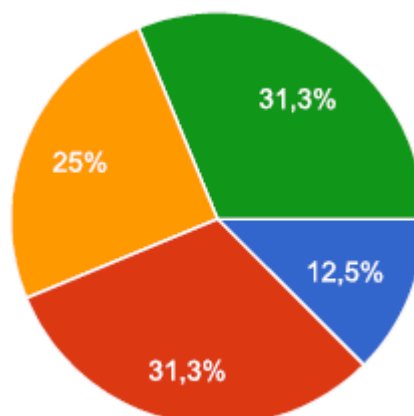


	Read the text then answer questions related to the content of the text (7 answers; 43.8%)
	Read the text then summarize the contents of the text (0 answers; 0%)
	Reading graphs, tables, or advertisements in English (4 answers; 25%)
	Discussing the meaning of English vocabulary such as synonyms and antonyms and their use in sentences (5 answers; 31.3%)

This address investigated the students' inclination in learning vocabulary. From the responses, 31.3% of students chose both methodologies to find word implications from setting and organize some word groups by their shared highlights. Nation's (2001) vocabulary learning standards work in agreement with the instructive approach of relevant learning.

Figure 16

Preferred Activities of Learning Vocabulary



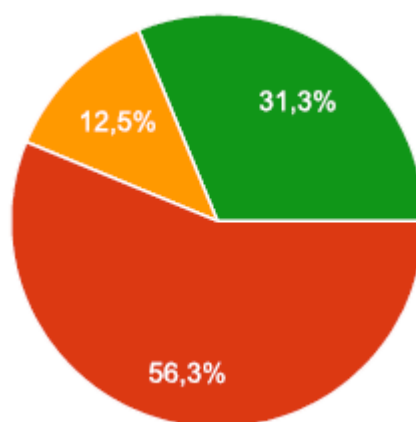
	Finding new vocabulary in the text and finding out its meaning in the dictionary (2 answers; 12.5%)
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	Identifying the meaning of words based on the context in the text (5 answers; 31.3%)
	Completing sentences or paragraphs in a text (4 answers; 25%)
	Grouping new vocabulary and then learning about pronunciation, word classes, similarities (synonyms), opposites (antonyms), and examples of their use (5 answers; 31.3%)

For grammar learning exercises, students appeared to have a clear inclination for exercising through questions of grammar use since 56.3% of them chose this, whereas 31.3% chose error recognition exercises. These students selected deductive learning strategies (Richards & Rodgers, 2014) since they wanted explicit grammar teaching.

Figure 17

Preferred Activities of Learning Grammar

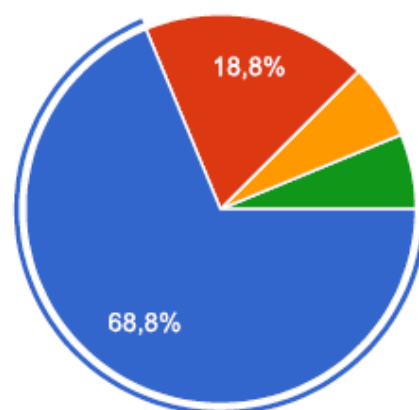


	Memorizing English grammar formulas (0 answers; 0%)
	Doing practice questions on English grammar formulas (9 answers; 56.3%)
	Make your own sentences based on proper English grammar (2 answers; 12.5%)
	Identifying errors in a sentence, then correcting them based on proper grammar rules, or error recognition (5 answers; 31.3%)

Seeing pronunciation as important part of English learning, the students' preferred form of pronunciation exercises was dictionary-based pronunciation practice, which they selected with 68.8% of the vote, while teacher imitation came in at 18.8%. The systematic method to pronunciation teaching developed by Celce-Murcia et al. (2010) is comparable to the pronunciation preferences of the students.

Figure 18

Preferred Activities of Learning Pronunciation



	Searching and practicing pronunciation based on a dictionary (11 answers; 68.8%)
	Listening and imitating the teacher's pronunciation of vocabulary (3 answers; 18.8%)
	Practice saying words that have similar sounds (1 answer; 6.3%)
	Practice pronouncing sentences with proper stress and intonation (1 answer; 6.3%)

Under the prevailing educational conditions, students show a pronounced preference for experiential pedagogical methodologies that facilitate the practical application of English within authentic contexts. The teacher said that conventional grammar exercises derived from traditional instructional paradigms are largely ineffective, as vocational students often struggle to perceive the relevance of these lessons to their professional aspirations. The students exhibit augmented motivation towards their academic pursuits when their learning activities incorporate contexts pertinent to the fashion industry. Students demonstrate a preference for engaging with fashion-related audiovisual content that features production footage, design pattern tutorials, and analyses of fashion shows. Levels of student engagement are significantly heightened when they are exposed to video explanations of designer collections, as these presentations provide simultaneous visual design depictions alongside auditory narratives.

The teacher felt needed to ensure that students attain a level of comfort with the rapid-paced English audio prevalent in fashion-related videos by both pre-defining critical terminology and supplying textual representations of the spoken content. Collaborative small-group discussions and paired activities are recognized as the most effective educational strategies for facilitating student learning. Students encounter challenges when initiating reading assignments pertaining to tech-packs or order sheets when instructed to work autonomously. Collaborative efforts among students in pairs and groups yield superior outcomes and enhance their productivity compared to isolated work. This is supported by Dwiniasih & Nugraha (2019), who found that 94.4% of students preferred learning reading in groups, as seen in the Jigsaw method, because it helped them better understand the text. These findings highlight the effectiveness of group-based learning in improving students' comprehension and overall engagement.

In the context of learning email communication, students were prompted to formulate responses to a message from a fashion buyer requesting revisions of samples. Those who engaged in independent work encountered challenges with terminology related to materials and accessories, sample approvals, and cost estimations, while their peers in collaborative settings provided mutual assistance through discourse.

From this analysis, it can be inferred that identifying information within textual materials through inquiry is the most favored exercise among students. In addition to the emphasis on

vocabulary underscored in previous discussions, the ability to comprehend both written and visual texts is deemed essential for equipping students with the detailed information necessary for their future engagement with fashion-related documentation.

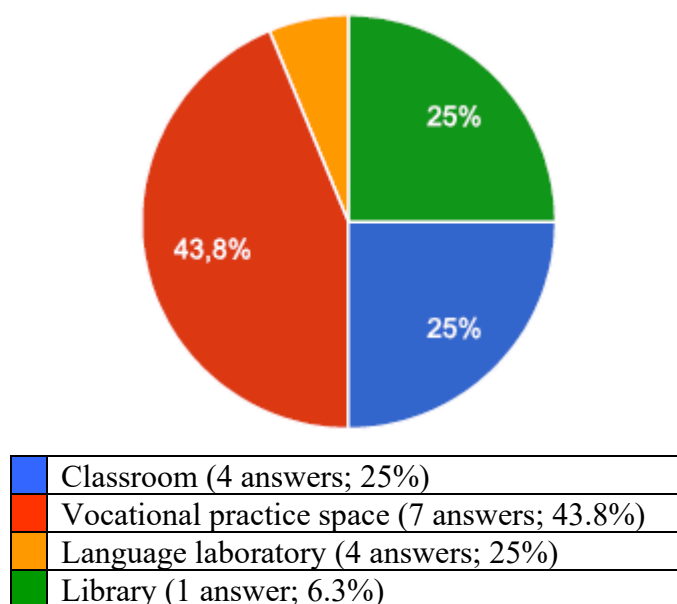
g. Learning Setting

Students' performance and level of involvement during learning activities are determined by the environment in which they study (D et al., 1979). Motivation and knowledge transfer both rise when the learning environment reflects real-world workplace concepts (Dörnyei, 2005).

According to 43.8% of the students as the participants, they prefer that English learning activities take place in vocational practice rooms, according to their replies on the learning environment. Although 25% of students opted for either courses or language labs, 43.8% of them chose vocational practice rooms as their learning environment. It is confirmed by Flowerdew's (2013) study that subject-specific learning environments improve student engagement and relevancy.

Figure 19

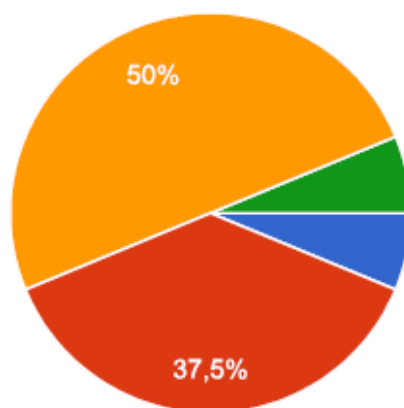
Preferred Places for Learning English



While 37.5% of participants chose paired learning activities, most students (50%) preferred small-group activities when it came to how the assignments in learning activities will be presented. Because the learning techniques emphasize skill development through interactive educational methods like discussing and collaborating with partners, they align with Dillenbourg's (1999) views of collaboration.

Figure 20

Preferred Types of Assignment



	Doing assignments individually (1 answer; 6.3%)
	Doing assignments in pairs with tablemates (6 answers; 37.5%)
	Working on assignments in small groups of 3 to 4 people (8 answers; 50%)
	Creating learning projects in large groups (1 answer; 6.3%)

While it is also crucial for teachers to assess individual competencies through personalized assignments, students opt to engage in collaborative projects or complete tasks in pairs. In addition to facilitating deeper understanding through peer interaction, the teacher says that such collaborative tasks can be accomplished expeditiously. This approach also cultivates the students' ability to function effectively within teams.

Although assignments are vital for the development and reinforcement of students' skills, the teacher noted that vocational high schools typically necessitate a degree of flexibility within their curricula, including English classes, due to supplementary programs and varied schedules. The teacher observed that English sessions are often missed as students are required to participate in industry excursions, conduct practical workshops, and prepare for internships. Furthermore, in the execution of Kurikulum Merdeka, students are mandated to engage in the P5 program. English supplementary materials must be concise and essential, as this allows teachers to modify or expand upon content and exercises while preserving the educational objectives.

Consequently, it is imperative to delineate activities into tasks and exercises conducted in small groups and pairs, while simultaneously accommodating individual assignments and exercises. Additionally, it is essential to consider the duration of these activities. Compact and essential supplementary materials are preferred to facilitate effective learning, particularly considering the scheduling constraints inherent to SMK.

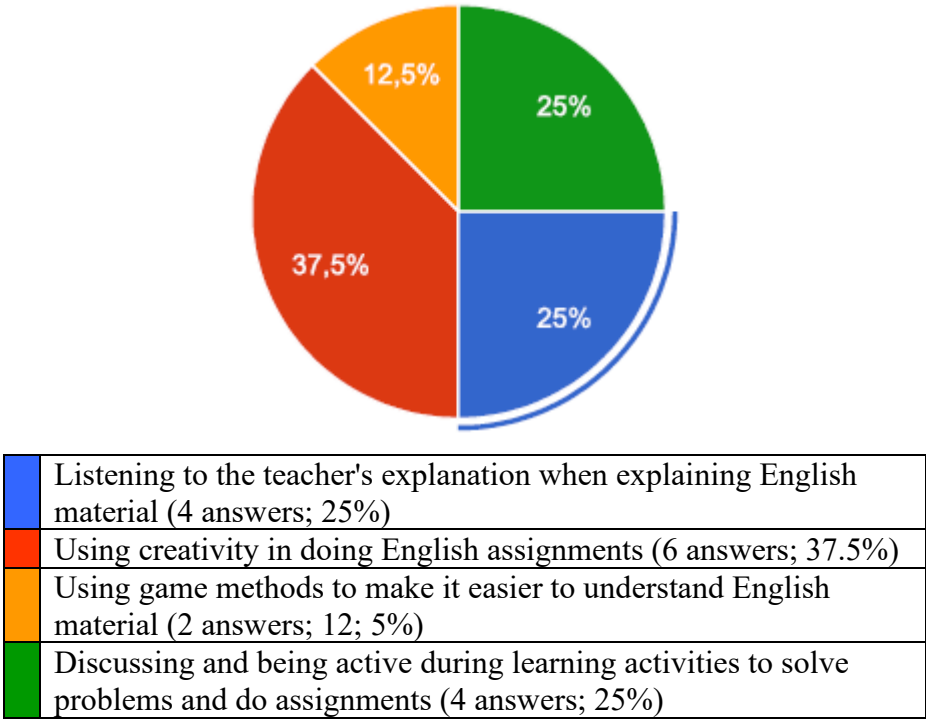
h. Students and Teacher's Role

Both teacher and students say that supporting guidance is important part for both teaching and learning activities. Nevertheless, teacher and students have differing opinions about what roles would be most beneficial for teaching and learning. While the teacher wants the students to be more active in discussion and knowledge sharing, the students want the teacher give them supporting feedback more often.

Students' preferences for their roles in learning activities were investigated by this inquiry. Students' survey replies indicated that creative exercises and active talks with them were equally appealing (37.5% and 25%, respectively). The results align with the principle of the communicative approach, which encourages student engagement in language acquisition (Light & Littlewood, 1982).

Figure 21

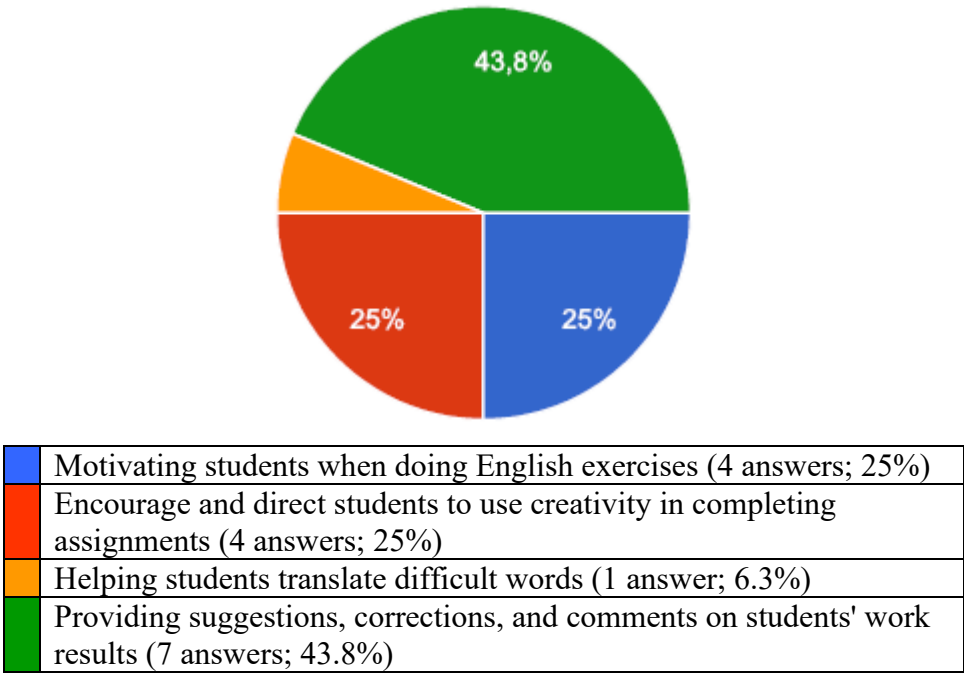
Students' Role When Learning English



This question examines the teacher's role that the pupils desire after examining the preferred role of the students. While 25% of respondents emphasized the importance of teacher motivation, 43.8% of respondents said that feedback was the most important factor. According to Hyland (2006), for ESP instruction to be successful, teachers must act as facilitators who assist students in becoming self-directed learners.

Figure 22

Teacher's Role When Teaching English



The teacher regards the facilitation of learning, alongside mentoring and guiding students, as the most desirable roles for an English teacher, in addition to conventional pedagogical methodologies. However, she aspires for students to actively engage in discussions, conduct peer corrections, and collaboratively share knowledge throughout educational activities. In the context of vocational high school settings, it is advisable to implement contextual educational strategies paired with guidance that emphasizes industry standards, rather than relying on traditional grammar-centric English instruction. Learners acquire industry-specific vocabulary and linguistic competencies by participating in structured and meaningful learning experiences, which constitute the foundational elements of this pedagogical approach. The educator integrates fashion-related terminology into purposeful activities, as opposed to merely requiring students to memorize lists of fashion-associated vocabulary and master contextual language use.

In instructional activities, the educator may initiate garment construction training through the presentation of images depicting garment elements such as collars, cuffs, hems, and darts, while students engage in tasks that involve clothing description. Students analyze texts from technical industry documentation, subsequently crafting descriptions of everyday garments with which they are familiar. Timely feedback, accompanied by reinforcement, is essential for effective teaching. Students receive assistance through constructive critiques provided by the educator. The teacher rectifies students' contributions during presentation exercises while introducing relevant terminology to familiarize students with its application, all without discouraging their participation.

In discussing the provision of feedback, the educator illustrated an instance wherein a student describes a dress as "glamour for parties," to which the educator might respond, "Indeed! The outfit is suitable for formal evening events, as it embodies elegance." This methodology, referred to as recasting, enables students to naturally assimilate new linguistic forms (Long, 1996).

In conclusion, the implementation in the classroom is just as important as the organization of the content, activities, and exercises inside the supplemental resources. To guarantee that learning results are maximized, the responsibilities that teachers and students play during the teaching and learning process must be carefully considered.

CONCLUSION

The study demonstrates that English proficiency represents a fundamental need for vocational high school students specializing in fashion design because of rising international market requirements for effective fashion-based communication. The study shows that students need English skills suited for their industry practice including competence in reading industry documentation, understanding graphic contents, and understanding professional fashion terminology alongside communication in professional settings. Most fashion design students demonstrate beginner level of English that they need improved language skills to work successfully in the industry. The study indicates that educational materials for students should include multimedia learning elements together with visual content since students demonstrate preference for these methods that boost their understanding and interest.

The appropriate vocational English instruction should use authentic materials from the industry which includes tech-packs and garment specifications and fashion merchandising documents. Instructive and task-focused activities matching industry conditions need to be included in teaching methods because they help students prepare better for professional roles. Fashion

designers along with merchandisers and quality assurance specialists must participate in active curriculum development activities. They offer essential workplace communication requirements which help materials adhere to real industry standards. The next phase of research needs to include professional industry participation in education because it offers more practical approach to connect educational standards with industry workplace requirements, then map and develop the materials following the needs analysis data.

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