CHAPTER I
INTRODUCTION

This chapter provides the background of the study. research questions, aims of the study, scope of the study, significance of the study, clarifications of key terms, and the thesis organization.

1.1 The Background of the Study

Visual communication associated with multimodality consists of graphics, text, animation, sound and other modes. It is used to produce messages and design information (Hafner & Pun, 2020; Planken and Kreps, 2006, as cited in Nickersen & Planken, 2016); and to reach global audiences (Gerritsen et al., 2010). In the context of English teaching, since the use of visual communication has been mushrooming due to digital transformation (Hafner & Pun, 2020; Nickersen & Planken, 2016), it is important to investigate English language needs of students in the field of visual communication design to ensure that the English course materials are relevant to their target tasks (Basturkmen, 2010) and to link the learning process with occupational setting outside of the classroom (Malicka et al., 2017).

Today, English is commonly used in the workplace. This suggests that graduates need to have English capacity. Several studies on English for Specific Purposes (ESP) reported that graduates struggle to use English since the existing ESP courses do not completely address students' English language issues and needs (Arnó-Macià et al., 2019; Chan, 2019; Chatsungnoen, 2015; Poedjiastutie & Oliver, 2017). To overcome students' language difficulties and help students prepare for their employability, ESP courses are valuable and helpful for students' future professions (Lee, 2016).

In today's situation, the world is characterized by volatility, uncertainty, complexity, and ambiguity, which is called the VUCA world. The concept of VUCA was initially applied in militaries and businesses (Johansen, 2009). However, today the VUCA concept has also been implemented in education (Gaultier Le Bris, Rouvrais & Waldeck, 2019). In relation to education, the VUCA

concept can be integrated into curriculum to promote students' agility (Galés and Gallon, 2019).

Students should possess certain qualities to function professionally in the VUCA world, including adaptability, openness to new ideas, and willingness to collaborate in a team environment. They must therefore learn rapidly, critically (Lazorenko & Krasnenko, 2020) and collaboratively (Chun, 2004).

The VUCA world also requires universities to prepare students to be professional employees and be agile in the workplace (Johansen, 2009; Lazorenko & Krasnenko, 2020). Therefore, the learning processes should promote students to be agile in the workplace. Moreover, the students' language needs should be identified and adjusted (Ramvov & Anderson, 2006) to the learning activities. The identification of the students' language needs can be done through task-based needs analysis (Malicka et al., 2017).

There are three gaps filled in this study. First, ESP studies have been done extensively in science, law, and business fields. However there have only been a few in the field of visual communication (Basturkmen, 2010; Lestari, 2010; Lestari, 2019; Reswari & Alfarisy 2019; Watanabe et al., 2015). Studies in the field of visual communication are different from studies in other fields because visual communication, associated with visual arts, deals with abstraction or general ideas and creativity (Basturkmen, 2010). Moreover, due to a fluid labour market, the students' needs should be identified and adjusted (Razmov & Anderson, 2006) to prepare students for being agile in today's workplace (Johansen, 2007; Lazorenko & Krasnenko, 2020).

Second, ESP studies that collect information from graduates and professionals can address real situations of the target language, allow students to more effectively handle the actual work situations (Chovancova, 2014), and help universities find ways to prepare students for the early stages of their careers that will determine the key performance index of the employees. Further, it will emerge the employers' satisfaction with the employees' work performance (Chan, 2019). However, there have only been a few ESP studies that involve graduates and professionals (Taillefer, 2007; Dahm, 2011; Chatsungnoen, 2015; Wijayanto, 2017).

Third, there have only been a few ESP studies that investigate agile learning characteristics. This is because the development of the agile learning is still in its early stages. Meanwhile, the problems faced by modern society are related to the changes of technology, and the agile learning is in part a solution to these problems (Galés and Gallon, 2019).

To fill the gaps, this study was conducted in the field of visual communication. It investigated English language needs from tasks performed by the graduates of a visual communication design study program in their workplace, revealed the relevance of the tasks to the curriculum of English in the research site, and identified the tasks that reflect the characteristics of agile learning.

The study is significant to give input for tertiary ESP curriculum and pedagogical tasks that prepare students to perform occupational tasks in the domain of Visual Communication Design and improve their agility. The results of the study are expected to promote the release of a policy which can support the importance to conduct task-based needs analyses for ESP courses and evaluate the course periodically.

1.2 Research Questions

This study will answer the following research questions:

1. What target tasks do the visual communication graduates perform in their workplace?
2. What is the relevance of the tasks to the curriculum of English in a visual communication study program of a university in Indonesia?
3. How do the tasks reflect the characteristics of agile learning?

1.3 Aims of the Study

The study aims to investigate the tasks performed by graduates of a Visual Communication Design (VCD) study program in the workplace, to reveal the relevance of the tasks to the curriculum of the research site, and to identify the tasks that reflect the characteristics of agile learning. The tasks identified can give input for pedagogical tasks to help students perform occupational tasks in the field of

Visual Communication Design that will better prepare them to be agile in their future workplace.

1.4 Significance of the Study

The significance of the study can be seen from three perspectives. First, theoretically the results of the study will enrich the literature about the task-based needs analysis in English for Specific Purposes (ESP), specifically in visual communication design. Second, practically the study can give guidance on how to conduct task-based needs analyses to researchers and can help identify the tasks in the real work conditions in the field of ESP for visual communication design. The study can also give guidance to the teaching of ESP in a visual communication design study program and to the teaching of ESP in universities.

The involvement of graduates or alumni and professionals in investigating the tasks performed in the workplace can help address real situations of the tasks that will allow students to handle the actual work situations effectively (Chovancová, 2014). In addition, this helps universities find ways to prepare students for the early stages of their careers that will determine the key performance index of the graduates. Further, this will lead to the employers' satisfaction with the graduates' work performance (Chan, 2019).

Third, from the policy perspectives, the results of the study are expected to lead to the development of an ESP curriculum and the release of a policy in a visual communication study program, which can support the importance to conduct task-based needs analyses for ESP course designers and evaluate the course periodically.

1.5 Scope of the Study

This study investigated the tasks performed by graduates of a visual communication study program in the workplace, the relevance of the tasks to the curriculum of the research site, and the tasks that reflect the characteristics of agile learning. It involves graduates that had working experiences as visual communication designers. In this study, the word "graduates" was used to refer to both novices and experts with job experience ranging from less than one year to more than three years who had completed a visual communication design study

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AN INVESTIGATION OF THE TASKS IN THE WORKPLACE, THEIR RELEVANCE TO THE CURRICULUM, AND CHARACTERISTICS OF AGILE LEARNING

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program. Moreover, the tasks investigated in this study are referred to the entire process of doing the tasks. This study focuses on the tasks of visual communication graduates that they perform in their workplace, the relationship between the tasks in the workplace and the ESP curriculum, and the agility of the graduates.

1.6 Clarifications of Key Terms

a. Visual Communication

Visual communication in this study deals with visual arts and technology to inform, communicate, persuade, and entertain a specific audience (Kujur & Singh, 2022).

b. English for Specific Purposes (ESP)

The term "English for Specific Purposes" (ESP) in this study refers to an approach to English teaching (Hutchinson & Water, 1987; Woodrow, 2018) that focuses on occupational or academic purposes (Anthony, 2018; Brown, 2016) and may deal with specific fields (Dudley-Evans & St.John, 1998; Woodrow, 2018). The focus of the ESP in this study is English for Occupational Purposes (EOP) in the field of visual communication design.

c. Needs Analyses

A needs analysis in this study refers to the process to identify communicative language needs to reveal suitable solutions to improve the program design (Long. 2018, Woodrow, 2018). In this study, the needs analysis is related to the language needs for occupational purposes in the field of visual communication design study program.

d. Task-Based Need Analysis

A task-based need analysis in this study refers to a language need analysis that includes tasks as the unit of the analysis (Long & Crookes, 1993; Long, 2018) and information triangulated from domain experts, pre-experience learners such as college interns, published and unpublished literature, learners, applied linguists, in-service practitioners and small business owners (Long, as cited in Serafini & Torres, 2015). Tasks in this study are referred to tasks performed in workplaces.

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e. Domain Experts

In this study, the term "domain experts" refers to employed graduates or alumni that have work experience for more than three years (Malicka et al., 2017). The domain experts tend to make sufficient sources on the content of their jobs and their fields of study. Using tasks as the unit of the analysis will allow the domain experts to provide sufficient linguistic information (Long, 2005; Malicka et al, 2017).

f. Domain Novices

In this study, the term "domain novices" refers to employed graduates or alumni that have work experience for less than a year (Malicka et al., 2017). The domain novices tend to provide insufficient sources of information for the needs analysis. However, they provide important information regarding the challenges that they face in learning how to do the tasks. Moreover, they are able to identify the language demands and difficulties when performing the tasks (Long, 2005; Malicka et al, 2017).

g. Target tasks

In this study, target tasks refer to the use of language outside the classrooms (Nunan, 2004; Malicka et al., 2017). The target tasks in this study are those performed by the graduates of visual communication design.

h. Pedagogical Tasks

In this study, the pedagogical tasks refer to the tasks performed in the classroom (Nunan, 2004; Malicka et al., 2017). The pedagogical tasks in this study are those revealed in the curriculum.

i. Agile learning

In this study, agile learning refers to a mindset of learning that is to do with the progressive development of learners' capabilities, task sequencing, and learners' more active roles (Galés & Gallon, 2019).

1.7 The Thesis Organization

The thesis has five chapters. Chapter I provides the background of study, research questions, aims of the study, significance of research, clarification of key terms, and the thesis organization. Chapter II explains related theories and literature underlying the study, involving ESP, task-based language teaching, task-based needs analyses, curriculum, and the relation between ESP, language curriculum, task-based need analysis, and characteristics of agile learning. Chapter III presents the methodology employed in the study. It contains the research design, data collection, participants, instrumentation, research procedure, data analysis, and research plan. Chapter IV offers findings and discussion of the findings. Finally, Chapter V provides conclusions, limitation of the study, and recommendations for the future studies.