

PROJECT-BASED LEARNING AND NEED ANALYSIS OF ESP IN DEVELOPING LANGUAGE SKILLS FOR BROADCASTING AND FILM STUDENTS

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Abstract: This study investigates the need for English for Specific Purposes (ESP) in broadcasting and film in Vocational High schools (SMK). The objective is to enhance students' competence in ESP for their major by adapting curricula and teaching materials to meet specific industry needs and addressing issues caused by using general English material. The research employs qualitative and case study methods, with data collected through interviews, observations, questionnaires, and document analysis involving 11th-grade students at SMK LPPM RI 2 Majalaya and an English teacher. Findings indicate that students require lessons more pertinent to the broadcasting and film industry to improve their competence. In conclusion, the study demonstrates the importance of adapting teaching materials and learning strategies to meet industry-specific needs, enhancing students' English language skills.

Keyword: *Project-Based Learning (PBL); English for specific purpose (ESP); need analysis; Broadcast and Film*

INTRODUCTION

English is no longer considered foreign. As a result, English is now an essential language to acquire in the age of globalization, beginning at a young age. According to Sumiati et al. (2023), in an era of globalization, teachers must have a global perspective and be able to use a variety of learning resources to create innovative, active, creative, effective, and enjoyable learning to optimize the potential of students in meeting the needs of life during world competition. Learning English to speak, read, write, and do other things is much needed. Therefore, English must be prepared according to students' needs. According to Bloor and Bloor (1986), language learning occurs from various languages; however, language use is suited to the situation, and participants are learned in an appropriate context, supporting language acquisition theory

(Basturkmen, 2006). For example, English for Vocational High School (SMK) students require English for Specific Purposes (ESP) so that students' needs can match their major. As Sukarni (2019) stated, vocational school graduates often lose in competition or even feel reluctant to apply because their English skills are insufficient.

Most vocational schools still apply general English, so students' understanding and ability in ESP according to their field or major needs improvement. There is a significant gap between the world of education and the development of society because educational institutions have not fully met the needs of society, which is indicated by graduates who only master theory but lack skills, so the industrial world does not see a relevant relationship with schools (Palah et al., 2022). Suyadi & Andana (2020) state that English teaching in Indonesia is generally carried out.

Still, there is a need for special English teaching in vocational high schools, where teaching materials and teachers mostly use general English for most departments in vocational high schools. Sari & Wirza (2021) say that many vocational school students still need to learn English for Specific Purposes (ESP) in the learning process at vocational schools because most vocational schools still use general English in the teaching and learning process. According to Maulani et al. (2022), vocational school students need to change their behavior and increase their motivation in learning vocabulary because this can affect their academic progress. Sari & Wirza (2021) also stated that implementing ESP in vocational schools is very important because students need increased knowledge and special skills under industry demands to ensure that graduates can meet specific needs in their field. As Hutchinson & Waters (1987) stated, ESP-based learning requires special attention to teaching guides, a quality ESP syllabus, and appropriate teaching materials. Likewise, Fitria (2020) said that in ESP, a needs analysis must be carried out to identify the language skills that are most important for students so that the syllabus can be designed according to their needs.

ESP can affect the future of students who will directly work in the same field as their major. As stated by Sari & Wirza (2021), students need to achieve their goals in learning English, namely improving their English language skills to meet industry needs. Meanwhile, ESP allows students to understand or know English terms or conversations related to their major. Then based on Sari & Wirza (2021) stated that even though there is a clear need, English teachers at a vocational school in Bandung still need to implement ESP due to a lack of knowledge about teaching methods. Hence, students must still be accommodated with ESP in the learning process. Therefore, it is also essential for teachers to learn and be able to apply ESP in the learning process.

Previous research conducted by (Wahyudi & Jufrizal, 2023) explored the components of Needs Analysis in English for Specific Purposes (ESP) in the first grade of vocational school using mixed methods involving twelve students and an English teacher as participants. The research instrument included questionnaires and interviews, with results showing that 83% of students preferred English courses relevant to their engineering field. Although students recognize the importance of negotiation skills and understanding instructions, they still need help with speaking skills, and

teachers experience challenges in structuring appropriate materials. This research concludes that schools must adapt learning to meet students' needs and improve their ESP skills. This finding is relevant to analyzing English language needs in Broadcasting and Film in Vocational High Schools because it shows the importance of adapting teaching materials to students' specific industry needs.

Project-based learning (PJBL), according to Thomas (2000), is a learning model that builds knowledge through a project or activity, focusing on basic scientific concepts, enhancing critical thinking skills, and giving students control in project management that is relevant to the real world (Kristianto & Harendita, 2022). According to (Maros et al., 2023), PjBL is a learning approach that enhances student active involvement through interaction and direct communication between tutors and students, as well as through the use of methods such as brainstorming, role-playing, didactic games, and case studies. Andanty (2020) stated that in the Project Based Learning (PBL) method, students are given a project or task based on a particular question or problem that needs to be solved through decision-making, planning/creation, and observation within a specified time frame. PjBL and ESP develop in the context of EFL by integrating learning skills and language competencies to prepare non-native learners for achieving success in academic careers (Hidayati et al., 2023). Through the integration of PJBL in the ESP course, students can leverage previous knowledge to develop English skills relevant to their ESP major, enhancing their understanding in a collaborative, investigative, and authentic way. According to the report, collaboration in an in-depth ESP project accelerates the use of ESP by combining hands-on experience and student-oriented instruction (Hidayati et al., 2023).

English for Specific Purposes (ESP) is an integral approach to teaching English, especially in vocational schools or universities focusing on specific learning objectives (Fadlia et al., 2020). Since the 1960s, ESP has become an inseparable part of teaching English as a Foreign Language (TEFL) because English has become the contemporary lingua franca (Otilia, 2015). Problems arise when students need more understanding of ESP in the teaching and learning process and more teacher knowledge in this area (Sari & Wirza, 2021). This situation creates an urgent need for needs analysis as the foundation of ESP (Suyadi & Andana, 2020). Needs analysis

is a method or way to identify differences between expected/should conditions and existing conditions. Expected conditions include the desired ideal conditions, while existing conditions include those in practice (Ekayati et al., 2020). According to West (1994), needs analysis always has a theoretical basis, either explicitly or implicitly. The type of information sought during a needs analysis is usually closely related to the teaching and learning approach and syllabus design followed by the analysts (Paltridge & Starfield, 2014, p. 326).

As suggested by Hutchinson & Waters (1987), needs analysis is divided into two main aspects: Target Needs and Learning Needs. Target Needs include the needs of students in the targeted situation. The Target Needs category comprises three elements: basic needs, deficiencies, and desires. Basic needs are types of student needs that arise based on the requirements of the situation being addressed, and the presence of basic needs can only be identified with deficiencies. Disadvantages reflect an analysis of student needs related to weaknesses in the learning process.

Along with basic needs and deficiencies, students' needs also involve the desire to learn English. Desire is a form of student need related to understanding specific skills. While basic needs and deficiencies focus more on students' needs based on majors and skills needed in the workforce, wants focus on analyzing students' needs related to the skills they want to understand. Then, according to Robinson (1991), variations in their responses can be grouped into two categories: learning needs that focus on current academic needs. It needs to focus on the future related to the world of work Ekayati et al. (2020) Learning needs refer to the learning needs students require to achieve certain goals.

The objective of this study is to investigate the development of the English for Specific Purposes (ESP) learning curriculum at Vocational High Schools (SMK). The study has three specific objectives: first, to identify the needs of students in the context of ESP, to ensure that their educational needs are in line with industry requirements; second, to study whether SMK is currently implementing specific English language learning to meet these needs; and third, to explore the impact of existing policies and strategies on the effectiveness of ESP curricula or learning.

This article is organized into several sections to address the research objectives systematically. It begins by introducing the background and

significance of the study, highlighting the problem associated with using general English materials for students in specialized fields at SMK. A review of relevant literature on English for Specific Purposes (ESP) and its significance in vocational education follows. The methodology section details the research approach, including data collection techniques such as interviews, observations, questionnaires, and document analysis. The findings are then presented, focusing on the specific needs of students and the current application of ESP at SMK. The discussion covers the impact of policies and strategies on the effectiveness of the ESP curriculum. The article concludes with a summary of key findings and their implications, underscoring the importance of adapting teaching materials and learning strategies to better align with industry-specific needs.

Therefore, this research was undertaken to conduct a more in-depth analysis by addressing the following questions: (1) What are the specific needs of students regarding English for Specific Purposes (ESP) at SMK? (2) How is English language learning tailored to the specific requirements of SMK?

METHOD

This research adopts a qualitative approach with a case study method to gain an in-depth understanding of students' experiences in learning English for specific purposes. According to Sugiyono (2019), qualitative research is conducted in natural settings, providing a naturalistic perspective. Fraenkel & Wallen (2009) emphasize studying real-world situations as they occur naturally, without manipulation. The case study method is utilized to explore student needs in terms of target needs, learning needs, and current conditions in broadcasting and film, as outlined by Baxter & Jack (2015). According to Nurdin & Hartati (2019), case studies are in-depth research on specific research problems, not statistical surveys or comparative studies. This approach allows for a comprehensive examination of phenomena within their context using diverse data sources.

This research employs several methods, including triangulation of data sources, methods, and perspectives, to ensure accuracy and reliability. Triangulation involves using interviews, personal documents, official documents, and photographs to cross-check and corroborate data. Triangulation enhances data validity by combining various data sources,

methods, and perspectives (Zamili, 2015). Additionally, a peer review will be conducted to assess the research process and interpretations, providing an external perspective to validate the findings and ensure that the conclusions drawn are robust and credible. Descriptive data analysis techniques organize and interpret relevant data, focusing on information related to student needs in the Broadcasting and Film department.

Participants include a class of 30 grade 11 students from the Broadcasting and Film programs at SMK and one English teacher from SMK LPPM RI 2 Majalaya. The study aims to validate findings through triangulation and a detailed examination of student needs, with the assumption that conducting a comprehensive needs analysis will better align the ESP program with the specific needs and expectations of students. This is anticipated to provide valuable insights for enhancing English language teaching in SMK. As suggested by Fraenkel & Wallen (2009), ESP-based learning requires special attention to teaching guidance, quality ESP curricula, and appropriate teaching materials. Therefore, it is assumed that this research will reveal an in-depth understanding of students' needs in the Broadcasting and Film field at SMK, clarifying the demands and expectations related to learning ESP in this context.

RESULTS AND DISCUSSION

Target needs

Based on observations, questionnaires, interviews conducted with teachers, and documentation that refers to what students need to achieve their ultimate goal of learning a language. It includes needs related to the future context of language use. The following is an interpretation of the findings from these results:

Necessities

Table 1. *Indicator of necessities*

No	Indicator	F	%
1	English is beneficial in the broadcast and film industry today.	17	100

"Kalau lihat peran bahasa inggris dalam industri broadcast saat ini pastinya penting banget ya. Bahasa inggris kan bahasa internasional, jadi kalau mereka mau menjangkau audience, ya enggak cuma di indonesia, enggak cuma dalam negeri, tapi mau sampai ke luar negeri, manca negara gitu ya otomatis mereka harus mahir berbahasa inggris."

The results show that all respondents (100%) agree that English is practical in today's broadcasting and film industries. This consensus affirms that mastering English is essential for reaching a global audience and communicating across cultures. These findings have significant implications, including the need to include comprehensive English language training in the related educational curriculum, provide advanced professional training for workers in this industry, and consider English language skills in recruitment strategies. Furthermore, English language proficiency allows companies to access global markets more efficiently and expand the reach of their audience. English-speaking skills open up broader career opportunities for individuals, including working in international companies and participating in global projects.

Table 2. *Indicator of necessities*

No	Indicator	F	%
2	Proficiency in English is essential for working in the broadcasting and film industry.	17	100

"Kemampuan bahasa Inggris sangat penting bagi mereka yang ingin bekerja di industri broadcast dan film, terutama dalam berkomunikasi lisan dan tulisan. Pembelajaran bahasa Inggris mencakup empat aspek utama: listening, speaking, reading, dan writing. Di fase F, capaian pembelajaran menghubungkan elemen-elemen ini, seperti listening dengan speaking, dan reading dengan writing. Selain itu, kemampuan presentasi juga ditekankan, sehingga tidak hanya speaking yang diperkuat, tetapi juga kemampuan untuk mempresentasikan ide secara efektif."

The results show that 100% of respondents agree that speaking English is essential for working in the broadcasting and film industries, especially in oral and written communication. It indicates that mastery of English is a fundamental requirement in this industry. Learning English covers four main interrelated aspects—listening, speaking, reading, and writing—and presenting skills, which are also emphasized. Implications of this finding include the importance of including comprehensive English training in educational and vocational training curricula, focusing on all aspects of language and presentation skills. Furthermore, companies in this industry should consider English language skills as a critical criterion in the recruitment process. At the same

time, individuals wishing to pursue careers in this field must develop comprehensive English-language skills to enhance their opportunities in a competitive and globally oriented job market.

tengah pembelajaran, sehingga jumlah penilaiannya banyak. Sedangkan assessment sumatif dilakukan di akhir pembelajaran, biasanya dalam bentuk soal ujian akhir..”

Table 3. *Indicator of necessities*

No	Indicator	F	%
3	Combining English lessons with useful broadcast and film content.	17	100

“Mengintegrasikan konten relevan dengan dunia broadcast dan film menjadi lebih mudah karena capaian pembelajaran bahasa Inggris berbasis teks. Pembelajaran mencakup berbagai jenis teks yang ada di berbagai media. Misalnya, teks naratif penting bagi mereka yang suka menulis cerita untuk memahami struktur naratif. Selain itu, untuk mendeskripsikan proyek seperti film atau short film, mereka perlu memahami teks deskriptif yang menggunakan kalimat faktual dalam simple present tense. Dengan demikian, pembelajaran bahasa Inggris menjadi lebih aplikatif dan relevan bagi industri ini.”

The results show that 100% of respondents agree that combining English lessons with content relevant to broadcasting and film is essential. This integration is possible through text-based English learning covering various media texts. For example, narrative texts help the author understand the narrative structure, while descriptive texts that use factual sentences in simple present tense help describe a film project or short film. The findings underline the importance of an application-oriented and industry-relevant approach to English learning. Educational and professional training institutions in broadcasting and film should develop curricula integrating relevant media content to strengthen students' English language skills. It improves their English language skills and ensures that such learning is appropriate and can be directly applied in their professional context.

Table 4. *Indicator of necessities*

No	Indicator	F	%
4	English skills improve after learning, especially for careers in broadcast and film.	16	94

“Assessment sekarang memiliki banyak bentuk. Dalam Kurikulum Merdeka, terdapat tiga jenis assessment: diagnostik, formatif, dan sumatif. Assessment diagnostik biasanya dilakukan di awal pembelajaran. Assessment formatif dilakukan selama proses pembelajaran atau di

The results of the study showed that 94% of respondents felt an improvement in their English language skills after pursuing learning focused on careers in the broadcasting and film industries. It reflects the effectiveness of learning that uses three types of evaluation in the Merdeka Curriculum: diagnostic at the beginning of learning, formative during the learning process, and summative at the end of learning. These types of assessments allow for more comprehensive and sustainable evaluations so that learning English becomes more effective and relevant to developing skills needed in the industry. Implications are that educational and training institutions must continue to apply diverse assessment methods to ensure that learners' improved English language skills can be measured accurately and by the needs of the industry. In addition, this approach helps better prepare individuals for professional challenges in broadcasting and film, improving their readiness to enter the job market with strong and relevant language skills.

Table 5. *Indicator of necessities*

No	Indicator	F	%
5	Certain ways of learning help understand specific terms in the film and broadcast industry.	10	71

“Metode yang efektif untuk membantu siswa memahami terminologi khusus adalah melalui proyek kolaboratif dengan industri. Sebagai contoh, pada semester ganjil sebelumnya, kami bekerja sama dengan PT Kloren untuk membuat short movie. Semua kru dan talent adalah siswa, yang memungkinkan mereka berinteraksi langsung dengan berbagai istilah dalam dunia film, seperti nama-nama kru dan departemen, yang sebagian besar menggunakan bahasa Inggris, seperti audio department, art department, dan make-up artist. Setelah proyek, istilah-istilah tersebut diulas dan siswa diminta menjelaskan tanggung jawabnya dalam bahasa Inggris. Metode ini efektif karena siswa mengalami pembelajaran secara langsung, membuat mereka lebih ingat dan berkesan, sehingga terminologi khusus ini lebih mudah diingat.”

The results showed that 71% of respondents felt certain methods helped them understand

specific terms in the film and broadcasting industry. One of the effective methods described is through a collaborative project with industry, as was done with PT Kloten to make a short film. In this project, students play the role of crew and talent, allowing them to interact directly with industry terms, such as audio departments and make-up artists, which mainly use English. After the project, the terms were reviewed, and students were asked to explain their responsibilities in English. This method is effective because it provides a hands-on experience that makes it easier for students to remember and understand particular terminology in relevant contexts. Implications are that broadcasting and film educational and training institutions must continue to adopt collaborative project-based learning methods with industry to strengthen students' understanding of technical terms. This approach improves students' English language skills and prepares them practically for professional challenges in the industry, making learning more effective and applicable.

Lacks

Table 6. *Indicator of lacks*

No	Indicator	F	%
1	Special vocabulary and terms in English related to the field of study are known.	13	76

"Hambatan utama yang dialami siswa dalam belajar bahasa Inggris adalah penggunaan teknologi, seperti Google Translate, yang sering mereka andalkan untuk menyelesaikan tugas tanpa memeriksa kebenarannya. Hal ini menghambat perkembangan kemampuan bahasa mereka. Sementara teknologi dapat membantu, ketergantungan yang berlebihan justru melemahkan keinginan belajar mereka. Guru berusaha mendorong siswa untuk tidak menggunakan Google Translate dan membimbing mereka dalam membentuk kalimat dengan benar. Proses ini efektif untuk beberapa siswa, namun memerlukan waktu lebih lama untuk yang lain dan membutuhkan pengulangan agar siswa benar-benar memahami materi."

The results showed that 76% of respondents knew English vocabulary and special terms related to their field of study. However, interviews revealed that one of the main obstacles to learning English is students' dependence on technologies like Google Translate, which is often used to complete tasks without checking their accuracy. This addiction can hinder the

development of their language skills and reduce learning motivation. Although technology can help, teachers encourage students not to rely on such tools and guide them in formulating sentences correctly. This process is effective for some students, but it takes longer and more repetition for students to understand the material. Implicitly, educational institutions need to balance the use of technology with a teaching approach that promotes in-depth understanding and independence in learning English. Teachers should continue to provide practical guidance and motivate students to practice language skills actively without relying on automatic translation to improve their English language skills more solidly and contextually.

Table 7. *Indicator of lacks*

No	Indicator	F	%
2	Differences in how to learn English in the broadcast and film industries are recognized.	14	82

"Siswa sudah cukup paham dengan kosa kata atau istilah khusus karena telah dipelajari, tidak hanya di kelas bahasa Inggris tetapi juga di pelajaran lain seperti mata pelajaran produktif. Misalnya, saat belajar tentang kamera, mereka mempelajari bagian-bagiannya yang semuanya berbahasa Inggris. Meskipun demikian, masih ada beberapa kesalahpahaman. Contohnya, ketika diminta untuk "time stamp" rapat, beberapa siswa malah mengira diminta membuat "time lapse" dengan kamera, padahal yang dimaksud hanya menambahkan tanggal. Jadi, meskipun sebagian besar sudah paham, masih ada beberapa yang memerlukan klarifikasi lebih lanjut."

The results showed that 82% of respondents recognized the differences in how English is learned in the broadcasting and film industries. The interviews revealed that students were already familiar with vocabulary and special terms because they were taught in English classes and other subjects such as productive lessons. For example, when studying the English-language parts of the camera, the understanding of the term has been integrated. However, there are still misunderstandings, like counting "time stamp" as "time lapse" with the camera. This suggests that although most students understand special terms, some still require further clarification to avoid confusion. Learning English should be more holistic and integrated with other subjects,

emphasizing clarification and in-depth explanation of specific terms. Teachers and educational institutions should ensure that students are familiar with such terms and understand their use correctly in relevant contexts to avoid misunderstandings and improve comprehensive English language competence in the broadcasting and film industry.

Table 8. *Indicator of lacks*

No	Indicator	F	%
3	Additional needs in English language learning are identified.	9	53

"Fasilitas di sekolah sudah cukup mendukung, dengan kamera-kamera yang tersedia, lab yang dirancang untuk membuat konten dan shooting, ruangan rekaman audio, serta komputer yang canggih untuk proses editing. Fasilitas ini diharapkan dapat meningkatkan semangat belajar siswa. Salah satu fasilitas yang mendukung pembelajaran bahasa Inggris adalah ruang rekaman audio, di mana siswa dapat belajar menjadi narator atau melakukan voice over, yang membuat mereka terlibat langsung dan semakin tertarik. Ruangan yang dilengkapi dengan speaker juga mempermudah kegiatan seperti menonton dan melakukan review materi, sehingga proses pembelajaran menjadi lebih efektif."

The study results showed that 53% of respondents identified additional needs in learning English. Although school facilities such as cameras, laboratories, audio recording rooms, and sophisticated computers are adequate and support students' learning spirit, needs must be fully met. Facilities such as an audio recording room, which allows students to learn to be narrators or perform voice-over, and a space with speakers to watch and review material enhance student engagement and interest. Implications are essential for educational institutions to continue to evaluate and meet additional needs in English learning. In addition to strengthening existing facilities, institutions should pay attention to other aspects that may affect learning effectiveness, such as the provision of more varied materials or more innovative teaching methods, to ensure that students are not only interested but also acquire the English language skills necessary for success in the broadcasting and film industry.

Table 9. *Indicator of lacks*

No	Indicator	F	%
4	Evaluation and feedback from teachers on English learning progress are expected.	7	41

"Evaluasi dan umpan balik dalam pembelajaran bahasa Inggris sering menggunakan refleksi personal, dengan metode 4F. Pertama, "fact," siswa menuliskan apa yang sudah mereka pelajari, misalnya tentang naratif atau membaca kritis. Kedua, "feeling," mereka mengungkapkan perasaan mereka setelah pembelajaran, apakah senang dengan pengetahuan baru atau merasa biasa saja. Ketiga, "findings," siswa mencatat temuan baru selama proses pembelajaran, seperti pengertian tentang bagian dalam produksi film. Terakhir, "future," mereka memikirkan hal apa yang ingin dipelajari di masa depan untuk memperbaiki kemahiran bahasa Inggris mereka. Dengan refleksi ini, siswa dapat mengetahui area yang perlu diperbaiki dan ditambahkan untuk kemajuan yang lebih baik."

The survey results showed that 41% of respondents expected an evaluation and feedback from teachers about their English learning progress. Assessment and feedback are often done through personal reflection using the 4F method: "fact", "feeling", "findings", and "future". (masa depan). This method allows students to record what they have learned, express their feelings, record new findings, and plan what they want to learn in the future. The findings emphasize the importance of structured evaluation and constructive feedback to help students understand areas that need to be improved. Implicitly, educational institutions must ensure that the review and feedback process is routine and focused on aspects relevant to student progress. By using reflective methods such as 4F, teachers can provide more in-depth feedback and help students plan further steps to improve their English language skills, thereby improving overall learning effectiveness.

Wants

Table 10. *Indicator of wants*

No	Indicator	F	%
1	Hopes and wants to learn English for the broadcast and film industry are revealed.	15	88

"Merencanakan pembelajaran yang sesuai dengan harapan siswa melibatkan penyesuaian materi pembelajaran bahasa Inggris dengan kebutuhan, minat, dan bidang mereka. Hal ini dilakukan dengan memilih teks yang relevan dengan kegiatan atau proyek yang sedang mereka kerjakan. Contohnya, dalam proyek membuat cerita, siswa belajar voice over dan teknik membawa mood cerita melalui narasi,

yang diadaptasi sesuai kebutuhan mereka. Ini membuat pembelajaran lebih menarik dan sesuai dengan konteks yang sedang mereka jalani."

The results of the survey showed that 88% of respondents had the hope and desire to learn English according to the needs of the broadcasting and film industries. These findings indicate that students feel that learning materials relevant to their projects and activities are essential. For example, in a storytelling project, students learn about voice-over techniques and narratives tailored to their needs, making learning more exciting and contextual. Educational institutions must adapt English curricula to industry-specific needs and student interests. By adjusting the learning material to be relevant to the project or activity being undertaken, learning English can be more effective and motivating students and better prepare them to face the challenges in the broadcasting and film industries.

Table 11. *Indicator of wants*

No	Indicator	F	%
2	A focus on improving communication skills and understanding content in the study area is important.	13	76

"Strategi yang digunakan untuk meningkatkan kemampuan siswa adalah dengan menggunakan pembelajaran berbasis proyek (project-based learning) yang disesuaikan dengan kebutuhan mereka. Contohnya, siswa membuat short movie di bahasa Inggris, yang melibatkan berbagai mata pelajaran seperti PKWU untuk membuat rencana dan anggaran, serta mapel produktif untuk aspek teknis seperti pengambilan gambar. Dengan pendekatan ini, siswa belajar secara efektif dengan fokus pada satu output yang mencakup berbagai aspek pembelajaran."

The results showed that 76% of respondents assessed the importance of improving communication skills and understanding content in their field of study. The findings highlight the success of the applied project-based learning approach, in which students make short films in English. The project involves a variety of subjects, such as PKWU for planning and budgeting, and productive topics for technical aspects, such as photography. This approach allows students to learn effectively, focusing on outputs covering various aspects of learning. Implications are that educational institutions must continue integrating project-based learning

methods relevant to industry needs to improve student communication skills and understanding of content. With this approach, students develop their English language skills and gain practical experience that is important in a professional context, better preparing them for challenges in broadcasting and film.

Table 12. *Indicator of wants*

No	Indicator	F	%
3	Technology or specific learning methods should be available to support english language understanding in the context of this study.	13	76

"Saya menggunakan fasilitas sekolah untuk memperkenalkan teknologi dan metode pembelajaran khusus. Siswa dapat menggunakan software editing yang sesuai dan juga dapat membuat video menggunakan handpone, sehingga mereka sangat terlibat dengan teknologi dalam pembelajaran.."

The study results showed that 76% of respondents believed that particular learning technologies or methods needed to be available to support understanding English in the context of this study. The findings underline the importance of using school facilities to introduce relevant learning technologies and methods, such as editing software and mobile phone video-making. This approach makes students more involved with technology, supporting their understanding of English in a more practical and applied context. Implicitly, educational institutions must ensure that they provide technologies and learning methods that fit the industry's needs and encourage students to use such tools in the learning process. With adequate technology integration, students can better understand English contextually, improve their skills, and better prepare themselves for challenges in broadcasting and film.

Table 13. *Indicator of wants*

No	Indicator	F	%
4	Conceived are expectations for evaluation and feedback from teachers regarding learning English to prepare for a career in broadcast and film.	11	65

"Penilaian dalam pembelajaran bahasa Inggris bisa beragam tergantung pada aktivitas yang dilakukan. Misalnya, untuk aktivitas individual seperti menjadi narator, penilaian lebih fokus pada kemampuan individu dalam menggunakan bahasa Inggris dengan benar, seperti penggunaan kata yang sesuai dan kesalahan

ejaan. Namun, untuk proyek kelompok, penilaian bisa lebih kepada hasil kerja tim dan bisa menggunakan rubrik khusus untuk nilai tim. Selain itu, evaluasi juga bisa dilakukan melalui refleksi, di mana siswa diminta untuk mempertimbangkan apa yang sudah mereka pelajari selama pembelajaran, apa yang baru mereka pelajari, dan apa yang ingin mereka pelajari di masa depan. Hal ini memungkinkan guru untuk melihat kemajuan siswa dan apakah kemampuan mereka telah meningkat atau belum.”

The results showed that 65% of respondents expected an evaluation and feedback from teachers on learning English to prepare for a career in broadcasting and film. These findings indicate that varied assessments for individual and group activities are crucial in the learning process. For example, assessments for individual activities, such as being a narrator, focus more on the correct use of English. At the same time, evaluations for group projects emphasize teamwork and use special headings. In addition, evaluation through reflection allows students to evaluate their progress and identify areas that need to be improved. Educational institutions must implement a comprehensive evaluation system consistent with the activities. In this way, teachers can provide more targeted feedback, help students develop their English language skills effectively, and better prepare them for professional challenges in the broadcasting and film industries.

Learning needs

Learning English in the broadcast and film department requires special attention to achieve optimal results. Based on documentation analysis, several important components of learning needs can be identified, namely input, activities, and setting.

Input

The materials students need to achieve learning targets include teaching modules and more specific learning materials related to the broadcast and film industries. The teaching modules are based on general English material but have been adapted to the school curriculum and student characteristics. The learning material includes texts, communication situations, and learning content relevant to students' daily lives. However, to better support students' specific needs, material is needed that is more in-depth and relevant to the world of work in the industry, such as scripts,

scripts, project presentations, and specific case studies.

Activities

The most effective learning activities for students include collaborative project activities, practical exercises, and presentations. A project-based learning method has been implemented, where students work in groups to create videos or short films. In this process, they must determine roles such as actor, director, audio man, narrator, make-up artist, and editor. This activity helps students learn practically relevant English terms. In addition, activities such as creating and writing scripts, simulations, and role-play are also effective in developing their language skills. Presentation of project results helps students improve their English speaking and effective communication skills.

Setting

A learning environment that supports optimal learning includes class formats that can be face-to-face or online, depending on needs. Face-to-face learning with technological support such as computers, cameras, and recording equipment is very helpful in implementing projects. Online classes can also be effective if they use a platform that supports collaboration and communication. A classroom atmosphere that supports cooperation and interaction between students is very important. Adequate school facilities such as laboratories, audio recording rooms, and creative spaces support learning. Using speakers and audio devices in class makes listening and reviewing audio-visual material easier.

English learning in broadcast and film majors can be improved by compiling more specific and relevant material to the industry. Project-based learning activities, practical exercises, and presentations have proven effective in developing students' language skills. A supportive learning environment, both in face-to-face and online formats, and adequate technological facilities are very important to achieve learning goals. With this approach, it is hoped that students will be better prepared to face challenges in the world of work and have English language skills that suit the needs of the broadcasting and film industry.

This research provides in-depth insight into the needs, shortcomings, and expectations of students in learning English in the context of the broadcast and film industries. This research confirms the findings of previous studies and provides new

insights into how we can better adapt learning materials and methods to meet industry needs.

Research results on this need show that all respondents agree that English is crucial in the broadcast and film industries (Table 1-2). The findings are consistent with previous research emphasizing the importance of mastering English to reach a global audience and communicate effectively internationally. This statement was supported by Hashim & Yunus (2018), who stated that learning English from an early age is essential as it is a global or international language used at various levels and can affect second language acquisition.

However, the study extends the findings by emphasizing the importance of integrating industrial content into English language learning materials. The results showed that 100% of respondents felt it was essential to combine English lessons with relevant content from broadcasts and movies (Table 3). Collaborative learning and the use of technology can also improve student understanding and teacher teaching quality. This practical approach makes learning more enjoyable and relevant to their career goals. A Wahyudi & Jufrizal (2023) showed that 82% of students want a learning process that suits their needs in English for their electronic major, using PowerPoint media and practices that they find interesting, challenging, and motivating. Therefore, technology facilitates a more dynamic and interactive learning environment, enabling students to practice and apply their language skills in a realistic context. However, this study found that technology in the classroom still needs to be enhanced and requires further development to maximize its benefits. The research adds a new dimension by highlighting how collaborative projects with industry, such as short filmmaking, can enrich learning experiences and deepen students' understanding of specific terms.

This research deficiency in English learning identifies shortcomings, such as reliance on technologies such as Google Translate and a lack of understanding of industry-specific terms (Table 6-7). According to Fassin (2012), although email remains a popular and well-known tool, using other technologies like Facebook or Twitter often requires direct instruction in using this technology in the ESP classroom. Therefore, integrating technology in learning in Broadcast and Film majors, such as using editing software and video making, supports this need by providing hands-on practical experiences that enhance their learning

processes. This research expands understanding by providing practical solutions, such as strengthening teaching methods by focusing on in-depth understanding and using technology wisely.

Furthermore, the study highlighted the need for more structured evaluation and feedback, with 41% of respondents wanting an evaluation more focused on their English progress (Table 9). Furthermore, the role of technology in improving ESP learning should be noted. Integrating technology in the classroom, such as multimedia resources, online collaboration tools, and interactive language software, has significantly improved student engagement and learning outcomes. Jumroh & Rohmah (2019) stated that student motivation significantly affects learning success, which can be enhanced through teacher appreciation and varied learning media. New findings from this study suggest that personal reflection through the 4F method can improve the evaluation process, provide more targeted feedback, and help students plan future learning steps.

The wants in English Learning study results show students' expectations for more relevant learning materials and methods that match the needs of the industry (Tables 10 and 11). This study confirms the results of previous studies that suggest that project-based approaches and relevant content-based learning are effective strategies for improving student communication skills and understanding. According to Sumiati et al. (2023), thorough improvements and preparations are also needed in all aspects of education, including improved teacher quality, curriculum revisions, infrastructure improvements, and learning program management. The teachers have made some adjustments to the curriculum and teaching material to meet the needs of the students. In project-based learning, students are invited to complete a project or task designed according to their knowledge and the conditions encountered in their life or work (Kristianto & Harendita, 2022). Project-based learning methods such as script writing, simulation, and role-playing to make short films are also used to provide practical experiences relevant to real industry situations. This finding reinforces that 100% of respondents agree that English language skills are crucial in the broadcasting and film industries. However, producing short films in groups can cause differences in assessment because students have different roles or parts. According to Fajarika

Nuninsari et al. (2020), in the drama project, students find it fun and challenging, which motivates them to practice English with more confidence. The project makes lessons more interesting, clear, and compelling, and teachers provide feedback and motivation for the next project.

The research also adds a new dimension by emphasizing the importance of technology in supporting English understanding, such as the use of editing software and video making with mobile phones. (Table 12). It shows that effective technology integration can enrich the learning experience and enhance student engagement. In analyzing the ESP needs for project-based learning in classroom activities, some students at Broadcasting and Film found that drama projects helped them learn in a fun yet challenging way. Because of their lack of confidence, they rarely speak English in class. However, the project encouraged them to use English, improving their motivation and speech skills. This method makes the lesson more exciting and straightforward. Teachers provide constructive feedback and motivation, encouraging students to perform better in the next project. However, according to Mamakou & Grigoriadou (2010), project work emphasizes content learning versus specific language goals/tasks to motivate learners, enhance active participation and responsibility, and build a sense of ownership in the process either by choosing proposed topics or original topics that fit their field. According to Shute (2008), Formative feedback aims to improve students' knowledge, skills and understanding in various fields or general skills, such as problem-solving, through various types of feedback, such as specific, goal-oriented and directly delivered responses.

The discussion reveals that English learning in the broadcast and film department requires a multifaceted approach, with specific attention to input, activities, and settings. The input involves teaching modules adapted to the school curriculum and student characteristics, supplemented with industry-specific materials like scripts and project presentations. The results show that students need teaching materials more relevant to the broadcasting and film industries. Education management must guarantee quality performance through consistent vision, mission, and objectives by applying strategic management to educational goals (Palah et al., 2022). Activities that enhance learning include collaborative projects, practical exercises, and presentations, which foster practical language application and

effective communication skills. Jumroh & Rohmah (2019) state that student motivation greatly influences learning success, which can be increased through teacher appreciation and varied learning media. Collaborative learning and the use of technology can also improve student understanding and the quality of teacher teaching. Additionally, the setting plays a crucial role, where face-to-face and online classes with technological support such as computers, cameras, and recording equipment create an optimal learning environment. A comparison with traditional English learning methods, which often rely heavily on textbook-based instruction and individual tasks, highlights the effectiveness of this tailored approach. It addresses the practical needs of students preparing for the broadcasting and film industry by integrating real-world scenarios and tools into the learning process. By embracing these methods, students are better equipped to meet industry demands, demonstrating enhanced language proficiency and preparedness for professional challenges.

This research has some limitations that need to be acknowledged and discussed. First, a limited number of respondents can affect the representativity of this study. With a small sample, the findings may only partially reflect the views and experiences of all students studying English in the context of the broadcasting and film industries. Secondly, the limited research period may have resulted in a less in-depth analysis of some critical aspects of learning English. Time constraints also limit the opportunity to explore the long-term effects of the learning methods applied further. Furthermore, the research is more focused on student perceptions without involving views from teachers or industry practitioners in-depth, which can provide valuable additional perspectives. Writers must consider these factors when interpreting the results and conduct further research with larger samples and longer durations to reinforce the findings and provide a more comprehensive understanding.

CONCLUSION

This study highlights that students in the Broadcasting and Film program at SMK LPPM RI 2 Majalaya understand the significance of English for effective communication and global reach. The findings underscore the necessity of integrating industry-relevant content into English language learning materials to enhance student competencies. Project-based learning approaches,

such as scripting, simulation, and role-playing, effectively develop the language skills pertinent to the broadcasting and film sectors. A supportive learning environment, encompassing both face-to-face and online formats, is also crucial for achieving educational goals.

The research contributes significantly to the field by providing insights into the specific English language needs of Broadcasting and Film students and demonstrating the benefits of incorporating industry-specific materials into the curriculum. It also highlights the effectiveness of project-based learning in improving language skills and the importance of a supportive learning environment and technology. These findings encourage educators to adapt curricula to include more relevant content, expand project-based learning opportunities, and develop personalized evaluation methods to support student progress.

Future research should address the long-term effects of industry-specific content and project-based learning on students' English proficiency and career readiness. It would be beneficial to incorporate perspectives from teachers and industry practitioners to gain a more comprehensive understanding of the challenges and needs in English language education for this field. This study acknowledges limitations such as a small sample size and the short duration of the research, which may affect the generalizability of the findings. Further research with a larger sample and extended timeframe and exploring new evaluation methods will be valuable in enhancing English language learning strategies for Broadcasting and Film students.

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Project-based learning on need analysis of ESP in managing classroom activities to develop students' language skills in broadcasting and film major