

## ENGLISH FOR CIVICS (NEED ANALYSIS IN INDONESIA CONTEXT)

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### ABSTRAK

English for Civics merupakan mata kuliah pada pendidikan tinggi di Indonesia, khususnya pada program studi Pendidikan Pancasila dan Kewarganegaraan. Mata kuliah ini bertujuan tidak hanya untuk mengembangkan kompetensi Bahasa Inggris namun juga kompetensi kewarganegaraan. Sayangnya pembelajaran bahasa Inggris untuk PKn di Indonesia masih berisi bahasa Inggris secara umum. Beberapa dosen tidak mengajarkan topik khusus tentang kewarganegaraan kepada mahasiswanya, melainkan memisahkan materi kewarganegaraan dari bahasa Inggris. Selain itu, referensi buku tentang Bahasa Inggris untuk Kewarganegaraan dalam konteks Indonesia masih sangat terbatas. Oleh karena itu, penelitian ini melakukan analisis kebutuhan untuk mengetahui kesenjangan antara situasi saat ini dan situasi ideal dengan melibatkan dosen Bahasa Inggris dan PKn (n=5) dan mahasiswa PKn (n=55) di provinsi Jawa Timur di Indonesia. Analisis kebutuhan meliputi 1) konsep Bahasa Inggris untuk PKn, 2) topik PKn, 3) ekspresi bahasa, 4) keterampilan dan komponen berbahasa, 5) tata bahasa, 6) kosakata, 7) materi menyimak, 8) materi bacaan, 9) kegiatan/latihan, 10) presentasi/tata letak. Hasil dari penelitian ini akan digunakan untuk mengembangkan buku pelajaran Bahasa Inggris untuk PKn lebih lanjut. Dengan menggunakan kuesioner dan wawancara, penelitian ini mengumpulkan data dan menganalisisnya dengan pendekatan sosio-semiotik dan communicative competence.

**Kata Kunci:** Bahasa Inggris Untuk Pkn, Analisis Kebutuhan, Sosio Semiotik, Communicative Competence.

### ABSTRACT

*English for Civics is a course in higher education in Indonesia, particularly in the Pancasila and Civics Education study programs. This course aims to not only develop English competence but also civic competence. Unfortunately, the teaching and learning of English for civics in Indonesia still contain general English. Some lecturers do not teach the students specific topics about civics instead of separating civics from English. Furthermore, book references about English for civics in the Indonesian context are very limited. Therefore, this research conducted needs analysis to investigate the gap between*

*the existing situation and the ideal one by involving English and Civics lecturers (n=5) and Civics students (n=55) in East Java province in Indonesia. The needs analysis comprises 1) the concept of English for Civics, 2) Civics topics, 3) language expression, 4) language skills and components, 5) grammar, 6) vocabulary, 7) listening materials, 8) reading materials, 9) activities/exercises, 10) presentation/layout. The results will be used to further develop a coursebook of English for Civics. Using questionnaire and interview, this research gathered the data and analysed them under the socio-semiotic approach and communicative competence.*

**Keywords:** *English For Civics, Needs Analysis, Socio Semiotic, Communicative Competence.*

## **A. INTRODUCTION**

English for Civics is a course in higher education in Indonesia, particularly in the Pancasila and Civics Education study programs. This course aims to develop English competence as well as civics competence. Students' civic competence includes their ability to get people to care about a problem, organize and run a meeting, write an opinion letter or contact a media outlet to express their views, and contact an elected official or community leader to address an issue (LeCompte, Blevins, & Riggers-Piehl, 2020). A person who possesses civic competence is able to carry out real-world tasks like active civic engagement, which includes problem-solving, communication, critical and creative reflection, decision-making, responsibility, respect for other values, including diversity awareness, and attitudes and values of solidarity, human rights, equality, and democracy.

Civics competence contains global citizenship education (GCE) and national citizenship education. Figure 1 describes that civics competence in global dimension will interact with national dimension. Unlike national citizenship – special rights, privileges and responsibilities related to "belonging" to a particular nation/state, the global citizenship concept is based on the idea we are connected not just with one country but with a broader global community (UNESCO, 2024). Unlike national citizenship, global citizenship does not imply any official status or allegiance to the government (Torres & Bosio, 2020). The emergence of regional economic blocs, supranational political institutions such as the European Union, international organization, and advances in ICT have encouraged many countries to prepare for the competitiveness of their people in the global job market. Global values are general existing in all countries such as democracy,

human right, etc., while national values accommodate the characteristics of a certain country, such as history, national identity, demography, geography, etc. In Indonesia context, civics competence (national citizenship) refers to the development, and strengthening moral values of Pancasila; values and norms of the Constitution of the Republic of Indonesia 1945; values and the spirit of unity in diversity; as well as the insight and commitment of the Republic of Indonesia (Harmanto, Listyaningsih, & Wijaya, 2017).



**Fig. 1 Citizenship Education the 21st Century.**  
 (Source: <https://www.moe.gov.sg/education/education-system/21st-century-competencies>)

Both Civics and English competences are vital to developing citizenship in national and international dimensions. They can support from one to another. Civics competence can be taught and learned through English, or vice versa. English competence can also be acquired through civics. English and civics belong to the key subjects in the 21st century that are essential to student success (P21, 2019). Bringle and Clayton (2022) employed research-supported pedagogies and conceptual frameworks that can be linked to develop global citizenship through innovative practices in foreign language education (FLE). Porto (2018) contended that FLE has “the moral and ethical responsibility to contribute to the development of democratic societies by fostering democratic competencies and values in students and embracing social justice aims”. Thus, learning objectives of English teaching can expand to include those associated with global citizenship. They need good integration in the curriculum in terms of materials, instruction, activity, and assessment.

The curriculum of English for Civics as a branch of ESP (English for Specific Purposes) requires needs analysis as it can provide a basis for ESP lecturers or practitioners in developing handouts or teaching learning materials and activities that are suitable for the Civic Education study program students (Rahmani, 2023). Firmansyah et al. (2023a) conducted a needs analysis to examine civic students’ necessities, lacks, and wants in learning English and analyze civic students’ perceptions toward the ESP program

in fulfilling their lacks and wants in learning English. Kaya (2021) carried out a needs analysis for the Vocational School of Civil Aviation to guide the design of a vocational English language curriculum. According to Graves (2007), a teaching approach based on needs analysis enables students to more precisely measure their learning process and comprehend their needs. English proficiency must be associated with academic performance, including Civics, and plays a crucial role in training students to be knowledgeable and engaged in a certain field through needs analysis (Kholidah et al., 2022).

Needs analysis is very crucial in teaching English for Civics as a kind of ESP. Flowerdew (2013) points out that needs analysis focuses on the techniques of collecting and assessing information relevant to the course. Saragih (2014) states that needs analysis is vitally important in designing teaching materials for English for Specific Purposes. Unlike EGP, ESP is more goal-driven, and it requires appropriate methodology for specific learners (Woodrow, 2018). In foreign language education, needs analysis aims to find out the particular language skills that the students need and the particular challenges they encounter in the process of improving their language competence (Kikuchi, 2005; Taillefer, 2007; Xiao, 2006). No ESP courses should be conducted without needs analysis (Kaewpet, 2009). Therefore, the researchers conducted a needs analysis for further developing a coursebook in English for Civics.

## **B. RESEARCH METHOD**

The research on needs analysis regarding English for Civics collected data through online questionnaire and interview to English and Civics lecturers (n=5) as well as Civics students (n=55). They fill the google form link regarding the concepts, topics, materials, activities/exercises, and presentation/layout for English for Civics. In-depth interview was also conducted to get more information, particularly for specific and unique findings such as the things that occupies in the first rank of answers.

## **C. RESULTS AND DISCUSSION**

A textbook or a coursebook is an important medium/tool for teaching and learning process as it can assist teachers to provide teaching materials for students. Nemati (2009) adds that students and teachers must have at least a course book available, and use it in a

planned way in the course of study. Cunningsworth (1995) said that they are several functions and roles of a textbook as can be seen in Figure 1.

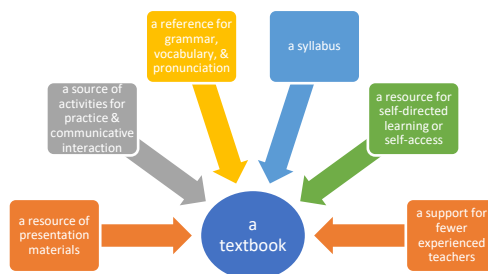


Figure 1. The functions and roles of a textbook

This research conducted needs analysis of English for Civics by presenting the data findings and discussion related to: 1) the concept of English for Civics, 2) Civics topics, 3) language expression, 4) language skills and components, 5) grammar, 6) vocabulary, 7) listening materials, 8) reading materials, 9) activities/exercises, 10) presentation/layout.

**a. The Concept of English for Civics**

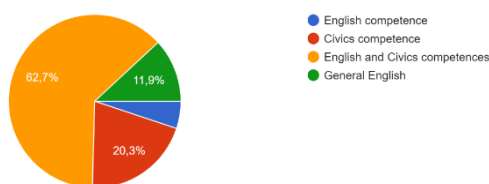


Figure 2. The concept of English for Civics

The results of questionnaire showed that 62.7% lecturers and students defined English for Civics as learning about English and Civics competences. It meant that the focus of this course is to develop English competence and Civics competence simultaneously. English for Civics shows that language and Civics context is unified concept. There is a strong interrelation between the linguistic functions and the sociocultural framework (Munday, 2001). Halliday's sociosemiotic theory of language (1978) stresses the unity of the text (language), context (linguistic or non-linguistic), social structure, and sees language as a unique system of signs with a social function, capable of expressing the meanings which all other sign systems can make. Mehawesh (2014) states that sociosemiotic approach helps people (in this case “learners) to better understand the meanings (associative and designative) of words, sentences, and everything about the message has a meaning. English for Civics should contain English

materials and skills such as grammar, vocabulary, reading, writing, speaking, and listening, which are delivered in Civics context.

**b. Materials**

**1. Civics topics**

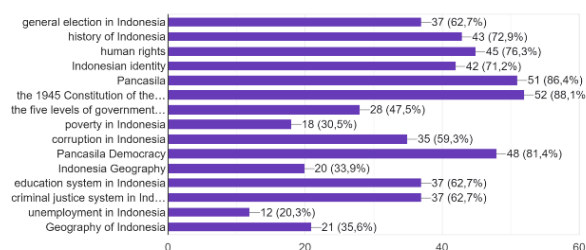


Figure 3. Topics in English for Civics

Figure 3 depicts topics of English for Civics chosen by 50 respondents. The 12 highest topics comprise; 1) the 1945 Constitution of the republic of Indonesia, 2) Pancasila, 3) Pancasila Democracy, 4) human rights, 5) history of Indonesia, 6) Indonesian identity, 7) criminal justice system in Indonesia, 8) general election in Indonesia, 9) education system in Indonesia, 10) corruption in Indonesia, 11) the five levels of government, and 12) geography of Indonesia. The respondents had to choose only 12 Civics topics because the coursebook that are going to develop consists of 12 chapters of materials and 2 chapters of material review for mid-test and final-test preparation. The results on students' interview showed that they prioritize to have national topics because this course is the one and only during their undergraduate study, not separated into English 1 and English 2. So, they want to be able to deliver topics related to national citizen education.

**2. Language expression**

People use language expressions to communicate from one person to other people, both spoken and written. Language expression aims to express a message, thoughts, feelings, or opinions to other people depending on the situation (Simbolon et al, 2020). Expressions can be noticed in terms of linguistic expression, feelings and emotions in certain language units that are considered the most appropriate and most striking Dubois (2001). Figure 3 saves the list of 12 most wanted language expressions that should available in English for Civics coursebook. They are:1)

asking and giving opinions, 2) expressing agreement and disagreement, 3) expressing cause and effects, 4) explaining parts of institution, 5) describing things and people, 6) reading graph, 7) asking and giving directions, 8) describing organizational chart, 9) telling the past, 10) expressing feeling, 11) introducing oneself and others, 12) asking and explaining jobs. The results of students' interview demonstrated that language expressions related to arguing and debating occupy the top rank because they are the skills mostly applied during their lectures in Pancasila and Civics Department

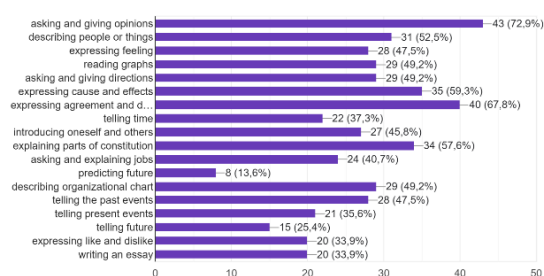


Figure 4. English expressions in English for Civics

The results of interview demonstrated that most respondents put communication skills on the top rank because language practices in Civics are dominantly about arguing, debating, and persuading. Firmansyah (2023b) contended that speaking is an essential skill for civic students as it helps them express their opinions, engage in debates, and communicate their ideas effectively to their friends, teachers, and the wider community. Since speaking is the main mode of communication in many civic settings, including meetings, debates, and public speeches, speaking is essential for civic education students. For civic students to engage in these situations successfully, they must be able to communicate intelligibly and persuasively.

**c. Language skills and components**

In terms of language skills and components, respondents mostly want to have reading skill, followed by speaking, listening, and writing skills. Reading materials in a textbook will offer a variety of resources, including task and activity stimuli. From the reading materials in the textbook, the students can learn many kinds of text that can broaden their knowledge (Kanina, 2016). Reading can help students learn to think in a target language, broaden their vocabulary, improve their writing, and find out about new

ideas, facts, and experiences (Mikulecky and Jeffries, 1996). This research found that respondents put reading as the first skill to have many exposures because it can enrich their knowledge, vocabulary, critical thinking, and example of written language.

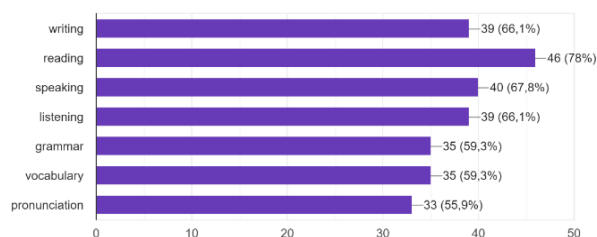


Figure 5 Language skills and components in English for Civics

**d. Grammar**

To students, grammar is a material that make sure them to have a good command of and comprehension of written as well as spoken language. Grammatical competence is an accurate use of words and structures (Yule, 2017). Grammar teaching can be categorized as either explicit or implicit. The former requires teachers to explicitly teach the grammatical rules. Conversely, implicit learning implies that language forms are not taught in the classroom and instead develop organically. The explicit grammar teaching can be recognized with two different approaches, namely deductive and inductive. Figure 6 shows that parts of speech become the main grammar material that should be given in English for Civics. Every component of speech has a distinct function. Knowing the function of each word in a sentence will help you use grammar correctly, stay clear of blunders, and comprehend how ideas fit together. Acquiring knowledge of the parts of speech also opens doors to more complex writing and grammar ideas. Jordan (2015) stated that understanding the usage of nine parts of speech is vital for students as they move toward more complex writing skills.

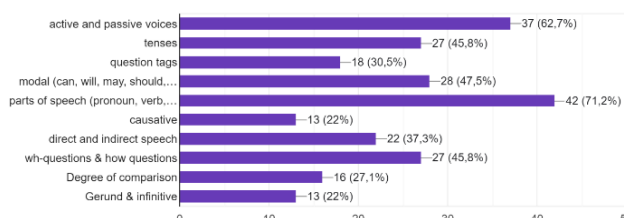


Figure 6 Grammar materials of English for Civics

**e. Vocabulary**



Vocabulary knowledge has been considered as an essential component of language fluency (Laufer & Nation, 2001; Read, 2000). ESP teachers must ensure that the students are familiar with the technical words occurring in an exercise or in a text (Costeleanu, 2019). Richards and Renandya (2002), state that vocabulary is a core component of language proficiency and serves much of the basis for learners speak, listen, read, and write. It means that ESP coursebook, in this context is English for Civics, must provide vocabulary enrichment about Civics. Most respondents chose vocabulary related to politics as Civics can be classified as a political knowledge. English for Civics will also provide vocabulary about constitution, government, general election, maps, adjectives, public places, ordinal/cardinal numbers, plant, tourism objects, and animals.

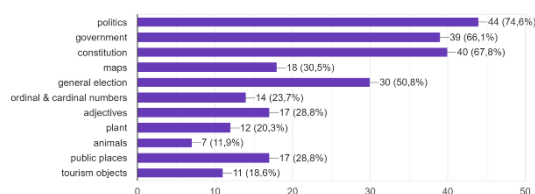


Figure 7 Vocabulary materials of English for Civics

**f. Listening materials**

Teaching a foreign language in ESP is the principle of integration, which implies the simultaneous development of communicative, professionally communicative, informational, academic, and social skills (Shamsitdinova, 2021). Most respondents prefer to have dialog as their English listening materials on Civics topics because the basic skill for students from Pancasila and Civics Department is engaging in conversation between two people or more. In addition to dialog, the listening materials will present video, news report, songs, monolog, poem, storytelling, and speech. All of them will be delivered through barcode scan and available in every unit/chapter.

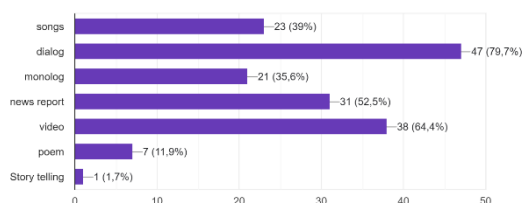


Figure 8 Listening materials of English for Civics

**g. Reading materials**

The characteristics of reading materials in ESP are designed to meet specified needs of the learner, is related in content (that is themes and topics) to particular disciplines, occupations, and activities (Fauzi & Hanifah, 2019). Reading is a fluent process in which readers should integrate textual information with prior knowledge to create meaning. Most respondents in this research like to have journal articles as their reading materials because they belong to authentic materials. Since authentic materials offer a real context for tasks that are directly related to the needs of learners, they are especially well-suited for communicative purposes. Journal articles are inherently learner-centered and can tailor to meet specific language needs. Other reading materials comprise news, governmental regulation, constitution script, statistical data, report, brochure/pamphlet, graph/chart, and map.

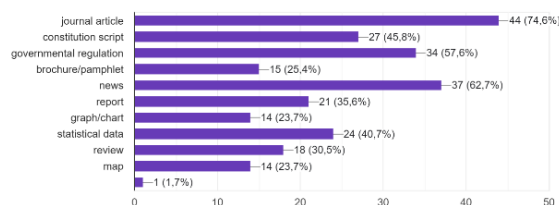


Figure 9 Reading materials of English for Civics

**h. Activities/exercises**

Activities in the textbook is the actualization of instructions for maximizing students' understanding. Respondents prefer to have individual work and group work. They want more speaking activity as well as material exercises before mid-test and final-test. Attractive, challenging, and varied activities can ignite students' motivation in understanding the content from the beginning until the last unit. Textbook activities can consider Bloom taxonomy from C1 to C6. Richard (2007) contends that developing communicative competence should become the main purpose of a textbook materials. Communicative competence is the ability to know what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. According to this definition, there ought to be resources, tasks, and activities that help students improve their communication skills. According to the theory, the primary categories of communicative activities that would improve students' communicative competencies were as follows: pair and group works, fluency tasks, and meaningful practices.

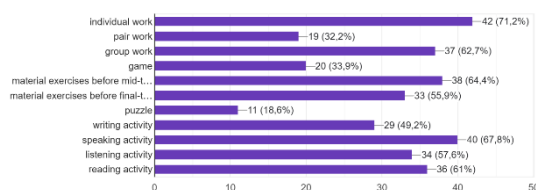


Figure 10 Activities in English for Civics Coursebook

**i. Presentation/layout**

Ur (1996) develops 24 criteria of good textbook, 4 of them are related to presentation/layout. A good textbook must have: 1) clear attractive layout; print easy to read; 2) attractive layout and have colourful illustrations for younger learners. It is also available in printed book that helps students to read easily; 3) Appropriate visual materials are available; 4) materials containing illustration and picture that can help the students to understand the topic clearly. Respondents locate words and pictures at the first rank because visual aids can improve their understanding and reduce their boredom in reading the book. Furthermore, English for Civics coursebook will have layout that is A4 paper size, colourful, one column reading text, and 50-100 pages.

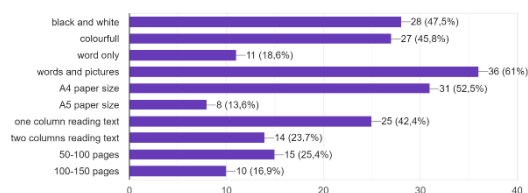


Figure 11 Layout and presentation of English for Civics

**D. CONCLUSION**

A needs analysis of English for civics is crucial to meeting teachers and students' needs. English for Civics aims to develop global citizenship through innovative practices in foreign language education (FLE). The development of English competence must align with the development of Civics competence by situating English within a Civics context. Need analysis investigates the concepts, topics, materials, activities/exercise, and presentation/layout of English for civics to bridge the gap between the existing conditions and the ideal ones. The results of needs analysis will be used to design an English for Civics coursebook based on sociosemiotic approach and communicative competence. By accommodating the voices of teachers and students, hopefully the coursebook of English for Civics that is going to be made after this needs analysis will satisfy and be beneficial

for improving the English competence of students at Pancasila and Civics education. They can contribute as good citizens to the national and global community.

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