

Need Analysis of Designing Collaborative Learning-Based English for Digital Marketing Textbook

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Abstract

This study aims to analyze the need in designing English for Digital Marketing textbook based on collaborative learning. The approach employed in this study was research and development. The analysis technique applied was descriptive qualitative. Participants in this study were two lecturers who teach English courses for non-English study programs and 30 non-English program students majoring in Informatics and Information Systems. Need analysis was obtained through a questionnaire distributed to all participants. In addition, this study also conducted interviews with some of the participants to obtain a more comprehensive picture. The findings showed that all participants agreed that English for Digital Marketing textbook to be developed as it would be helpful for them in the teaching and learning process. The participants also suggested that the textbook should be not only applicable and close to the real conditions but also attractive.

Keywords: Need Analysis, English Textbook, Digital Marketing, Collaborative Learning



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INTRODUCTION

English is a compulsory subject that must be taken by all students in various levels of education in Indonesia, including the university students in non-English departments. The length of English subject in a non-English department is usually based on the policy made by the university. Some universities only require two credits for English subject, but some others may require more credits for English subject. The teaching of English is driven by the thought of the importance of using English in the world of professional work and even more in the digital age and information technology where interaction knows no geographical boundaries.

The problem that arises in most of the English teaching for non-English department students is that the materials conveyed tend to be still English in general. This due to English textbooks used at high school level have not adequately prepared students to the next level (Selamat, 2018). This situation is also encountered by students majoring in Informatics and Information Systems. Therefore, the development of English for Digital Marketing textbook can provide added value and make significant progress in teaching English at university level, especially for students majoring in Informatics and Information Systems.

The development of the internet has affected various sectors of life, including in the world of product and service marketing. Marketing by utilizing internet media is also known as digital marketing. In accordance with the definition of (Adiyono et al., 2021), digital marketing is a marketing activity with the target of increasing market reach and sales volume through information technology media and the internet. (Deswita & Niati, 2020) added that the existence of social media also affects the emergence of new style advertising techniques through the internet or online media platforms. The massive acceleration of the internet and the use of smartphones also affects the world of education. Where the world of education is also required to prepare its students not to stutter against the world of digital marketing.

In order to prepare students to use English in the real setting, i.e. professional world, then group interaction is necessary especially dealing with the digital marketing. A variety of approaches in the teaching process have been developed over time. Collaborative learning is one of the teaching approaches that prioritizes group interactions. Basically collaborative learning is a learning model with mutual learning activities and knowledge sharing with peers with the goal to be achieved is to reduce the gap between students (Ulita, 2018). The concept of learning in collaborative learning is to encourage a student to have a partner or learning friend. Classes should be structured as environments in society and as laboratories that reflect the real world (Rifani & Lobja, 2019).

Based on those elaboration, this study attempts to analyze the need in designing an English for Digital Marketing based on collaborative learning. Some researches on textbook need analysis have been previously done. Prior to developing English for Mathematics textbook for university students, (Apsari et al., 2020) and (Deswita & Niati, 2020) have conducted a need analysis study in developing their textbooks. Similar results were also indicated in that English for Mathematics textbook is required for both students and lecturers to support the teaching learning process. (Apsari et al., 2020) suggested that the textbook should elaborate more on Mathematic terms in English while (Deswita & Niati, 2020) suggested that the textbook should engage collaborative learning that involved more activities between students and lecturers. (Suharto et al., 2020) also conducted a need analysis study prior to developing English for Tourisms textbook for vocational high school. The finding concluded that students of tourism required this type of textbook to explore and develop their English in order to support their professionalism at tourism works. Need analysis is not only required in developing English textbooks but for any kind of textbook used at schools and universities. For instance, (Daulay et al., 2020) analyzed the need in developing Mendel-Genetics textbook for Genetics subject. The study was conducted through questionnaire distributed to the students. The result showed that Mendel-Genetics textbook to be developed should better be based on mini-research in order the students could learn both with the educators and independently. Another need analysis study has also been carried out by (Sari & Iza, 2021) prior to developing Animal Development textbook based on REACT model. The study was done through direct observation and questionnaire. The finding showed that the textbook needed to be developed to encourage students to study independently.

These background leads researchers to develop the following research questions: Whether English for Digital Marketing textbook based on collaborative learning needs to be developed? What are needed to develop English for Digital Marketing textbook based on collaborative learning?

RESEARCH METHODS

In designing and developing English for Digital Marketing textbooks, the method used was research and development or R&D. According to (Sugiyono, 2017) there are ten stages in this development model, namely (1) potential and problems; (2) Gathering information; (3); Product design; (4) Design validation; (5) Design improvements; (6) Product trial; (7) Product revision; (8) Usage trial; (9) Product revision; (10) Production of mass products. This research made a slight modification of the method, namely by doing (1) Data collection and need analysis; (2) Teaching book design; (3) Evaluation and validation of books; (4) Improvement of teaching books. This study focused on the first stage of collecting the data and analyzing the need.

Population of this study was selected purposively, i.e. 30 students majoring in Informatics and Information Systems.. Questionnaires were distributed to the 30 participants who have

taken English subject. In addition, two lecturers who were teaching the subject were also invited to participate in this study. The result of this analysis was then summarized in a table to then be descriptive. The questionnaires were then followed up with direct interviews to some participant to capture a more comprehensive picture. Direct observation was also carried out to validate the results of the questionnaire and interview.

RESULTS OF RESEARCH AND DISCUSSION

Research Results

There were two types of questionnaires used in this study. The first one was distributed to 30 students majoring in Informatics and Information Systems, while the other one was filled out by two English subject lecturers teaching the students. To capture a more general sources of data, the type of questions used in the two questionnaires were open questions and distributed using Google Form software application due to the Covid-19 pandemic situation. This let respondents to answer freely based on their factual experience and how they perceived about the English subject.

The number of students responding to the questionnaire were 13 students (43.3%) majoring in Informatics, 17 students (56.7%) in Information Systems. The questionnaire and responses distributed to the students are summarized in the following table:

Table 1. Questions for Students

No	Question
1	What type of English material is taught?
2	What language skill is most dominantly taught?
3	What source of learning is used in the English subject?
4	If using any textbook, how many textbooks are used? Explain about the textbook!
5	What is the most dominant learning activity done in the classroom?
6	Is there any group learning activity? Explain!
7	Is there any specific material discussing digital marketing?
8	If there is English for Digital Marketing textbook, what can you suggest dealing with the content, layout, or others?

Question 1: What type of English material is taught?

In terms of the type of English material given, according to 73.3% of the students' respondents is English in general, while the remaining 26.7% responded that they received English for Specific Purposes.

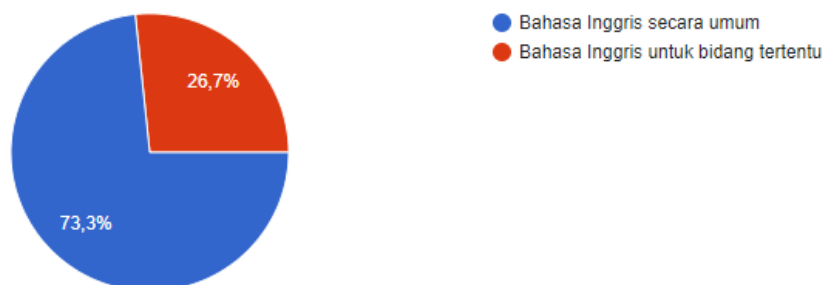


Figure 1. Type of English Material Taught to Respondents

During the interview, the students further responded that sometimes the materials given also discussed some specific materials such as English for professional settings and English proficiency test; however, the most dominant material given was about English in general or basic English. The following are some examples of the answers during the interview:

1. "Usually, the topic given is basic English, sometimes inserted with tips and tricks to face TOEFL."
2. "The material given is usually related to information technology, but mostly is general English."
3. "In semester 6 is mostly learned more in depth about writing application letter, CV, and others."

Question 2: What language skill is most dominantly taught?

When further asked about the specific skill being learned, 60% students responded that Reading skill was the most dominant skill being taught in the classroom activity, then followed by Listening (43.3%), Speaking (40%), Writing (30%), Structure (26.7%), and other (3.3%) respectively. Respondents' responses among others:

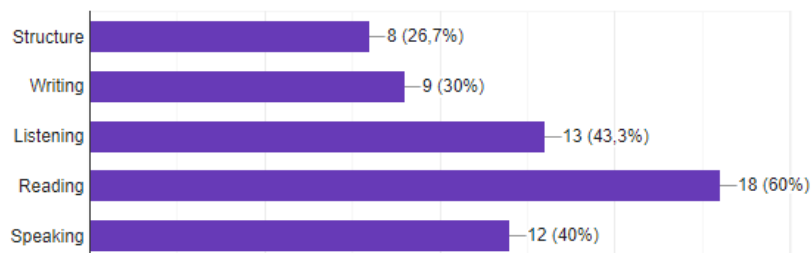


Figure 2. Language Skills Received by Respondents

The result of the interview indicated similar finding with most of the responses given through the Google Form application. Although, they mentioned several other language skills learned, but Reading was considered as the most dominant skill taught. The following are some examples of the answers: "About reading, listening, and structure." And "The students are taught about reading, tenses, listening, writing, and speaking in English."

Question 3: What source of learning is used in the English subject?

The main sources of learning used in the English subject class were textbook, module, and handout book given by the lecturers and online video. After further asked in the interview, the students responded that the lecturers used a textbook and also added with module or handout as sources of teaching and learning materials. The textbook was used as the main source of teaching, which mostly contained reading passages; while the module or handout played as the supplementary material, which mostly contained theory of grammatical structure and its exercises. The following are some examples of the answers: "We have one textbook entitled English for Information Technology and Business. It's about reading." And "Textbook, module about tenses, and listening via computer."

Question 4: If using any textbook, how many textbooks are used? Explain about the textbook!

The only textbook mentioned was English for Information Technology and Business by (Sutiyatno, 2018). This textbook was apparently used by the lecturers for all the majors in the university. This textbook focused on reading comprehension and completed with supporting structure discussion. The book is considered as good yet less attractive. This book contains 24 chapters with each chapter begins with reading passage, then followed by questions about the reading passage. Most exercises are designed to comprehend the reading and improve the students' vocabularies. Some examples of the chapters in this textbook are: Information Systems, Decision Support Systems, Object Oriented Programming, Data Mining, Global

Economy, and so on. Some of the responses are as follows: "This book is really helpful for students who have not fully understood English, especially dealing with information technology. And this book is really helpful to keep learning English." "The textbook is mostly about IT. The language used sometimes using synonyms that are quite hard to be understood." And "I like the textbook but it is not quite attractive."

Question 5: What is the most dominant learning activity done in the classroom?

When asked about most learning activity done in the classroom, here they were allowed to choose more than one option, the students placed Discussion and Group Assignment with 80% and 60% respectively.

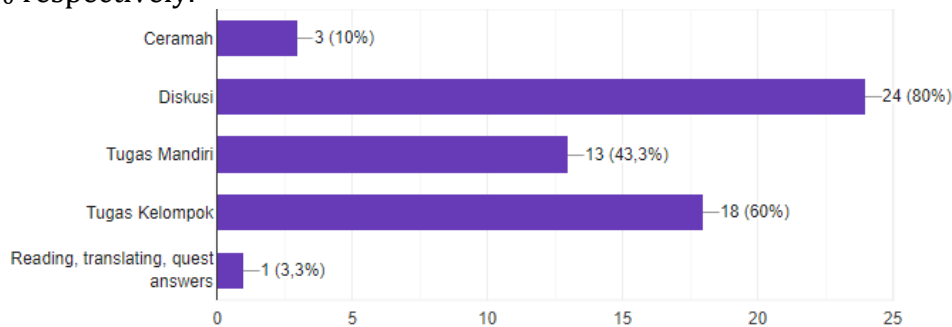


Figure 3. Learning Activities Done in the Classroom

When further asked to elaborate about how the discussion or group assignment was carried out, they responded that it was usually done when the lecturers asked them to present the materials related to reading topic contained in the textbook or to do the exercises in the textbook. Some of the answers are as follows: "Usually each group is given a topic and then asked to discuss about the topic and then present them in front of the class." And "The students were grouped randomly and asked to discuss the exercises in the textbook."

Question 6: Is there any group learning activity? Explain!

Apparently the discussion here was limited to the exercises in the textbook. When there are topics to be discussed and presented, the activity was mostly the initiative of the lecturers with no specific directions in the textbook. In other words, it has not include the factual phenomena related to the topics in the textbook. In addition, the discussion has not also been designed specifically to group students with better knowledge to those lower ones.

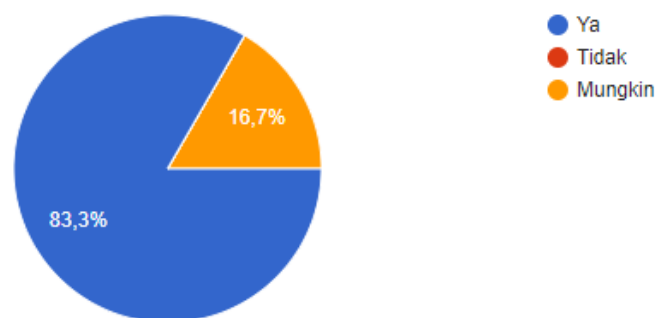


Figure 4. Respondents' Responses to the Effectiveness of Group Learning Activity

Question 7: Is the any specific material discussing digital marketing?

The material about Digital Marketing has actually been given in the current teaching and learning process with 60% answered "yes". When crosschecked in the textbook, the topics dealt

with digital marketing including Business-to-Consumer (B2C) Electronic Commerce and Marketing Systems. These topics were quite broad and have not specified in digital marketing practices in the real world setting.

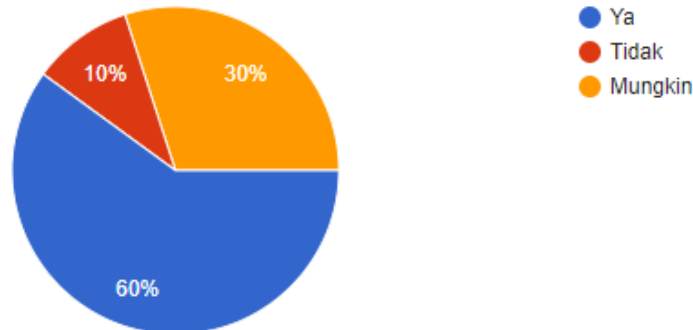


Figure 6. Respondents' Responses on the Existence of Digital Marketing Material

Question 8: If there is English for Digital Marketing textbook, what can you suggest dealing with the content, layout, or others?

All respondents agreed that the material about Digital Marketing is important to be more elaborated in the classroom. Some suggestions given dealing with the future English for Digital Marketing textbook covers the content and layout. The content of the textbook should covers skills especially to interact with English language users in the digital marketing world. In terms of layout, they suggested that the textbook should be attractive and interesting enough to avoid boredom and unwillingness to use the textbook. "There must include images." "The layout is simple but full of materials and not boring, the skill must be dominated by speaking skill." And "Content materials and layout must be as attractive as possible."

The second questionnaire was distributed two lecturers teaching English subject to the 30 students which have previously submitted the questionnaire. The questions distributed to the lecturers are summarized in the following table:

Table 2. Questions for Lecturers

No	Question
1	What type of English material is taught?
2	What language skill is most dominantly taught?
3	What source of learning is used in the English subject?
4	What is the most dominant learning activity done in the classroom?
5	Is there any specific material discussing digital marketing? Please elaborate!
6	If there is English for Digital Marketing textbook, what can you suggest dealing with the content, layout, or others?

For Question 1, both lecturers responded that both General English and English for Specific Purposes were conveyed to the students. This was also evidenced through the lesson plan and the textbook shown to the researchers. For Question 2, the average percentage of language skill being taught is the classroom from the most dominant one to the least one is Reading (40%), Speaking (20%), Writing (15%), Structure (15%), and Listening (10%) respectively. When further asked about this, the first lecturer responded that "Reading skill is the most important skill for university students." This point of view was also agreed by the second lecturer that "Through reading, students are learned not only to understand the passage but we can also ask the students to analyze the grammatical structure based on the theory previously learned and speaking obviously through discussion dealing with the reading topics."

Question 3, the source of learning used was textbook while for Question 4, the most dominant learning activity done in the classroom was reading comprehension which was then followed by speaking in the forms of questions and answers and discussions dealing with the reading passages. For Question 5 and 6 dealing with Digital Marketing Textbook to be developed, the lecturers said that several topics of discussions related to digital marketing have been mentioned in the textbook. The topics include e-commerce, marketing system, and computer in business, and digital media. For the English for Digital Marketing textbook to be developed, they suggested that the textbook should include e-commerce, internet banking, and digital media in business as the materials.

Discussion

Prior to developing English for Digital Marketing textbook based on collaborative learning, two research questions have been developed in order to help the researchers in collecting and analysing the needs. After inviting participants to involve in this study through filling out the questionnaires and interviews, the research questions can be answered as below:

1. Whether English for Digital Marketing textbook based on collaborative learning needs to be developed?

Based on the research findings, it is found that the type of English material given to the respondents is still dominated by English for General Purposes. The portion of English for Specific Purposes is very little and mostly still very broad such as: Information Systems, Decision Support Systems, Object Oriented Programming, Data Mining, Global Economy, and so on. Reading skill comes as the most dominant language skill learned in the classroom. This is also evidenced by the textbook used, i.e. English for Information Technology and Business by (Sutiyatno, 2018) in which each unit of the book begins with reading passage. The reading passages are then followed by exercises dealing with the passages. The exercises are designed to comprehend the reading and improve the students' vocabularies and the exercises can be done individually not in group. The group discussion done in the classroom has not also been designed specifically to group students with better knowledge to those lower ones.

The material about Digital Marketing has actually been given in the current teaching and learning process with 60% answered "yes". When crosschecked in the textbook, the topics dealt with digital marketing including Business-to-Consumer (B2C) Electronic Commerce and Marketing Systems. These topics were quite broad and have not specified in digital marketing practices in the real world setting. Thus, the English for Digital Marketing textbook to be developed will answer the need of more specific and detailed material than the currently used textbook. In addition, the collaborative learning-based textbook will also make exercises given to the students more varied because the exercises planned in the English for Digital marketing will engaged students in the professional world settings.

2. What are needed to develop English for Digital Marketing textbook based on collaborative learning?

Aside from shortcomings, the current teaching and learning process has been carried out fairly ideal. The learning activities are in accordance with the lesson plan set by the university. Furthermore, the textbook used has also given the students not only English for General purposes but also for Specific Purposes. However, an issue mentioned by the students that textbook is considered as less attractive and does not trigger them to study. Hence, the English for Digital Marketing should consider this issue. Some suggestions given dealing with the future English for Digital Marketing textbook covers the content and layout. The content of the textbook should covers skills especially to interact with English language users in the digital

marketing world. In terms of layout, they suggested that the textbook should be attractive and interesting enough to avoid boredom and unwillingness to use the textbook.

CONCLUSION

The findings conclude that the development of English for Digital Marketing based on collaborative learning is essential in the ESP teaching and learning process. The existence of this textbook would help lecturers and students, especially in the closely related study programs, in learning materials related to digital marketing in the English context. Hence, the next step is to manifest the English for Digital Marketing textbook based on collaborative learning. However, there are several issues that can still be developed rooted from this study. The respondents of this study are limited to 30 students from 3 study programs related to informatics. Future research may expand the number of respondents to capture a wider perspective. Furthermore, ESP area is still very wide that future research may explore other area in ESP to develop the textbook as an attempt to assist teachers, lecturers, and students in comprehending the materials related. In addition, the researchers of this study would like to thank to Directorate of Research, Technology, and Community Services or Direktorat Riset, Teknologi, dan Pengabdian kepada Masyarakat (DRTPM) of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through the Penelitian Dosen Pemula (PDP) scheme.

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