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NEED ANALYSIS IN THE INTEGRATION OF *SDGs* IN ENGLISH FOR PUBLIC ADMINISTRATION

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Abstract

This study is designed to investigate the students' needs on English for Specific Purposes (ESP) for students at Parahyangan Catholic University (UNPAR), majoring Public Administration (PA). This study is conducted on two reasons: first, the great demand of active communication in English; second; the students' inability in implementing their knowledge about Sustainable Development Goals (SDGs) in language skills. Therefore, this study will be guided by two basic research questions which led to identifying the students' needs towards part of SDGs based material given in English class, and what kind of activities are appropriate for improving their language skills. The data-led investigation into students' needs on the selection, presentation, and evaluation of the material concerning their orientation and preferred classroom activities. The appropriateness of the materials was also revealed as the basis for the necessary revisions for the existing materials. This design research is based on a descriptive qualitative study that will investigate the PA students, PA lecturers, and the stakeholders. The procedure to collect the data was through questionnaires and interviews to clarify some raw data. The appropriate textbook used in the previous classroom will also be part of the data collection to find out the necessary materials. The findings will be used as guidance to design a suggested syllabus with some learning activities with the expectation to improve the student's language skills. The suggestions for ESP educators were also elaborated in this study.

Keywords: SDGs; ESP; need analysis; syllabus; material development.

Introduction

The outcomes of teaching English for Indonesian primary and secondary education commonly have led to the receptive skills (listening and reading) and productive ones (speaking and writing) as the rationale outcome of the Indonesian curriculum, the National Examination (Ujian Nasional), as it criticizes (Putra, 2014). For that reason, at the tertiary level, like Parahyangan Catholic University (UNPAR) students of Public Administration (PA), are expected the level more receptive than productive skills. This particular situation happened because mostly the previous (secondary level) teaching materials have made them having more opportunities in grammatical correction than giving more freedom to share their knowledge in relation with their major in suitable activities and assessment.

Based on a short observation in the classroom, these typical students, who rely on the teacher's role, tend to join the classical class management with teacher-centered class. This caused the teacher to have more focus on teaching grammar more than the language in use itself. This is in line with Brown (2000) that once stated that *the Classical Method focus on grammatical rules, memorization of vocabulary and various declensions and conjunctions, translations of texts, doing written exercises*. It has been proven as well by the pre-survey that PA students mostly didn't have any expectations for delivering the presentation in English. Therefore, most of the narrative statements in their presentation were done by translating Indonesian into English and memorizing the vocabulary.

Underlining the importance of improving the students' productive skills as mentioned by Hossain (2015), a need analysis on the student's perspective as well as the stakeholders' was done in this study. Moreover, since language learners have different needs and objectives in learning a language, one of the key components in language teaching is to design good material which gives the learners opportunities to use their knowledge background and skills. (Berardo, n.d.) strongly believed if the teacher uses authentic materials followed by enjoyable learning activities, will encourage them to learn more.

The public Administration Department is closely related to societal and governmental issues. While aiming to improve students' productive skills, this research has decided to investigate relevant materials for public administration majors. The choice then falls into Sustainable Development Goals (SDGs) as the material integrated into English Class. SDGs themselves are strongly attached with PA which is precisely reflected in the United Nations (UN) conceptual documents in <https://www.un.org/sustainabledevelopment/>.

As stated by Santoso (2019), the substantial scheme of SDGs only can be fully perceptible when it is tenable, while Public Administration is the incumbent who plays a significant role in designing and set the SDGs' guidelines to be successfully achieved the target. In general, PA students are expected to be the representatives to ease 17 issues of SDGs in our country. This fact is strengthened by the facts that PA give a significant contribution to support the good governance in SDGs. Moreover, the consideration that the industry is demanding the use of English in running its daily operational things related to SDGs, therefore the students' English mastery in productive skills will be indispensable.

The pre-survey revealed the finding that their lack of vocabulary in SDGs terms has led them to difficulty in presenting the material. This would lead also to their less-prepared performance in facing the real industry after graduating. Furthermore, due to the policy instruments in SDGs, Public Administration is responsible to develop a good public service, adopt policies and strategies, and measures the indicators to achieve certain SDGs, be in charge of eliminating certain strategies, as well as mobilize resources (Bouckaert et al., n.d). In other words, the importance of integrating SDGs in English subjects will be the main focus in analyzing the students' needs as well as improving their language skills to prepare them for the industry.

In accommodating those backgrounds, this study needs to gain the students' perceptions toward SDGs material to help the English as Foreign Language (EFL) lecturer in designing a suitable and beneficial material. Based on what has been elaborated in the above description, the PA students need more understanding about SDGs material needs to be expanded through the materials given in English class. The writers formulated three research questions to accomplish in this study:

1. Are SDGs issues relevant to Public Administration student's needs?
2. What issues of SDGs are relevant to the student's needs?
3. What kind of learning activities related to SDGs issues are relevant to accommodate those needs?

The findings of the study are expected to contribute and give more informative ideas to the development of the theory, teaching practice, and profession. In line with the university's grand research planning which focusing on qualified education, peace, and justice, these research objectives are also clearly stated to support the achievement of SDGs.

On the other hand, for theoretical development, this study can offer the information that can be used as a model for the improvement of the English teaching program in the ESP

context. In-depth and updated materials will be advantageous for English lecturers as well as Public Administration lecturers in designing and developing appropriate syllabus and learning activities by integrating SDGs issues into their teaching materials.

Literature Review

English for Specific Purposes

This study was primarily based on ESP theories proposed by some ESP experts such as Hutchinson & Waters (1987), Dudley Evans (1998), and Richards & Schmidt (2001), who define ESP as an approach to language teaching, in which all decisions as to content and method are based on the learner's reason for learning. In other words: ESP is the teaching of English, which is based on the students' needs in learning English. Regarding those two descriptions about ESP, Mackay, and Mountford in Robinson (1980) mentioned that the purposes of ESP are an occupational requirement, vocational training, and academic or professional study. The researcher found that from all the descriptions, there is a common thing, that is English for Specific purposes is given to specific learners with specific needs. The teaching materials, further are developed based on the learners' needs or expectations.

One of the factors of the emergence of ESP is 'focus on the learner', which was proposed by Hutchinson and Waters (1987). It means that ESP practitioner sees the learners and their attitude in learning as the central importance in developing the ESP course. It happened because each learner (or group of learners) has different needs, interests, and motivations. Therefore, in designing ESP courses the curriculum/syllabus developer ought to take the learners' needs, interests and motivation as well into consideration. Furthermore, the content of the materials provided should be included based on the needs.

At this starting point, it was expected that the relevance of materials in learning towards the needs of the students is figuring out. Furthermore, the study is also expected to contribute to the lecture in providing quality materials in its teaching and learning process as it is suggested by the soul of ESP teaching and learning context.

Need Analysis

Most of the previous research related to ESP as proposed by Al-Khatib (2005), Alwasilah (2002), Valdez (1999), confirmed the importance of 'Need Analysis'. For example, the importance of needs analysis has been observed by Alwasilah (2002) who found that the teaching of English at the university level did not succeed because the course was not given

based on the students' needs. It shows that it is necessary to know the students' needs to make the teaching of English successful (Theeb & Albakrawi, 2013). Therefore, need analysis is important to do before the course is given.

In more formal terms, the definition of need analysis is 'the process of determining the needs of which a learner or group of learners requires a language and arrange the needs according to priorities' (Richards et al., 1985) as cited in Brown, 1995). It means that the need analysis plays an important role in developing materials that meet the learners' needs. Therefore, it could be stated that need analysis is the heart of ESP.

Richards (2001) strongly states that an important concern in ESP needs analysis. Richards further said that rather than developing a course around an analysis of the language, an ESP starts instead with an analysis of the learner's needs". Alwasilah also believes that it is necessary to conduct a need analysis at the beginning of the ESP course with an expectation to achieve the expected outcome competence. Luka (2007) in the research also stated that the student's professional competence should be gained in achieving the expected outcome competence.

The teaching of English for Public Administration program is proposed to prepare the students to carry out a specific task or particular role (Richards, 2001). From what Richard mentioned, the teaching of English in UNPAR was oriented to develop the students' linguistic skills needed for their future career. In line with that, the need to study SDGs is essential for PA students as they are expected to serve the public after graduating. They need to know the particular area of SDGs so that they can contribute to the betterment of the public areas they're served. The study of English here, is oriented to develop students' linguistic skills as well as to build their awareness regarding some areas of SDGs. Boroujeni & Fard (2013) in Ling Lee (2016) made a clear description that learning materials are included to have a full depiction in the findings.

Concerning the material, Alwasilah (2002) & Wallace (1992) further suggested that reading materials are selected in consultation with experts in the content areas so that the accuracy of information and soundness of arguments is assured. He continued that 'the only criterion of ESP fulfilled by the system is the relevance of themes of selected readings to the respondents 'field of study.

The adding point to the elaboration above gives a piece of strong information that the issues in SDGs play important roles in PA's teaching material as declared by (Bobylev, 2019),

that the responsibility of Public Administrator not only designing and present the primary SDGs program, but also to observe and manage strategies and program of the SDGs.

The teaching of ESP was characterized by the general nature of the learner's specialties following the nature of the learner's needs. In other words, the focus of teaching and learning activity is on the learners, and this can be regarded as a learner-centered approach. In this context, the needs of PA students were defined, in terms of why they wish to learn English and what issues in SDGs are suitable for the needs. This was a starting point to gain information for the content of a course suited to the particular interest or needs (Kennedy and Bolitho, 1984).

In addition to that, in any ESP courses, the needs ought to be derived also from the stakeholders which aimed to reduce the students' wants instead of needs. Richterich and Chanceril in Richards (2001) suggested that learners, teachers, and employers could be involved in developing the materials.

SDGs based material in ESP

As it is stated in <https://sdgs.un.org/>, the Sustainable Development Goals (SDG) proposes 17 agendas for global development to be accomplished by 2030. While Public Administration (PA) explicitly takes part as a support system for public governance who is the one who takes responsibility to design policy instruments to actualized the SDGs. In other words, PA proposed a big role in construing the SDGs into practical guidance for every level of commitment to achieve the goals. This one is in line with what is stated by Bouckaert, Loretan, and Troupin, 2016, in the IIA and IISA conference which mentioning that SDGs will mobilize many specific fields while PA is one of these fields which will have a direct contribution in supporting the members of the state in realizing the agenda.

Furthermore, they firmly confirmed that due to the policy instruments in SDGs, Public Administration is responsible to develop a good public service, adopt policies and strategies, and measures the indicators to achieve certain SDGs, in charge of eliminating certain strategies, as well as mobilize resources. All of these Public Administration leads to the contributions to updated and link them internationally. Bobylev (2019), once also declared the responsibility of the Public Administrator not only to design and present the primary SDGs program but also to observe and manage strategies and programs of the SDGs progress.

Integrating SDGs in ESP material for one semester will be focused on only the top five of the 17 agendas for global development that will be based on need analysis from the student's

perspective. These three issues will be integrated with other issues discussed in 14 meetings. In this study, the questions used in gathering the need analysis refers to priorities, which ask about materials in language components.

The attitude questions were also asked to uncover the information about the participant's preferences towards the relevant materials about SDGs based on material provided in the teaching and learning and the students' needs, last solution, which were asked to elicit the ideas for a solution to perceived problems in terms of what changes might bring to the materials in teaching and learning. Since the student's needs were important in determining the contents to be taught in ESP, the teaching and learning of ESP should take into consideration the relevance, and by that, it is expected that the motivation of the learners in learning English will be increased (Hutcinson & Waters, 1987).

Methods

A qualitative research design from Maxwell (1996), which specifically employed the case study design described by Fraenkel & Wallen (2007), was the method used in analyzing the data. This was supported by personal observation in teaching English.

Therefore, this study was conducted by distributing the questionnaire to certain students of Public Administration from the fifth and sixth semesters who are chosen because of their accomplishment of taking 80% PA subjects. The interviews of those students together with interviewing the stakeholders were taken as well. Document analysis was taken to complete the information which aims to have a triangular approach as proposed by Richard (2001).

Questionnaires distribution.

Questionnaires consisting of 15 questions were distributed to the students that cover the present and target situations analysis that define the student's language fluency and the targeted reasons for studying English, the preferences of some SDG's issues as the learning materials, the priorities of the productive or receptive language skills, the preferences on the engagement learning activities. It contains four closed questions with some options. In part two, the questions are about the target situation in closed-questions. This closed questionnaire was given to investigate the students' needs, whether they think that this particular material is needed. The third part of the questionnaires is about the present situation analysis; how the students define their language ability and also their perceptions of the media and the activities given by the teacher about the related material. The questions are adapted from Hutchinson & Waters (1987)

with a few changes related to the phenomenon in this study. Underlining the phenomenon, the questions were modified and made in several areas suggested by Khan (2007) which covers the present and target situations analysis that define the student's language fluency and the targeted reasons for studying English, the preferences of some SDG's issues as the learning materials, the priorities of the productive or receptive language skills, the preferences on the engagement learning activities be analyzed as well.

Interview

The interview is conducted to validate the data taken from the questionnaires. There are three parties interviewed in this stage; lecturers, stakeholders, and graduates. The interview was chosen to gain information from the lecturers and stakeholders which are chosen purposively as the respondents to clarify the questionnaires that have been given. Each of the interviewees was asked to answer two categories of questions namely Present Situation Analysis-type and Target Situation Analysis-type. The Present Situation Analysis-type contained questions that seek the current condition on students' English ability and students' knowledge of SDGs materials. While the Target Situation Analysis-type attempts to find out the ideal expectation on the betterment of the students' ability in English and of the students' knowledge of SDG's issues.

Document analysis

The department curriculums which outline the expectation of the student's outcome and competency are also analyzed. Comparing the students' perceptions data to the existing material will strengthen the document analysis related to the department's curriculum to specify the students' needs.

Data Analysis

After the questionnaires have been distributed, they were then classified and analyzed based on the three research questions.

Results and Discussion

Relevance of SDGs Issues on Public Administration Student's Needs

Data construction in the findings was done in a meaningful way which classified in certain areas. The first area that contributed to the findings, covers the present analysis

discussion about the students' background knowledge in SDGs terms and issues. The data revealed that 76.5% of them has acquired SDGs in other subjects before they learn English for Public Administration subject, 79% had additional knowledge of SDGs issues from the internet as well, while only 16,2% mentioned they learn more about SDGs from the books referenced by the lecturers, and around 12 % gaining the knowledge from other sources, as can be seen in figure 1 below.

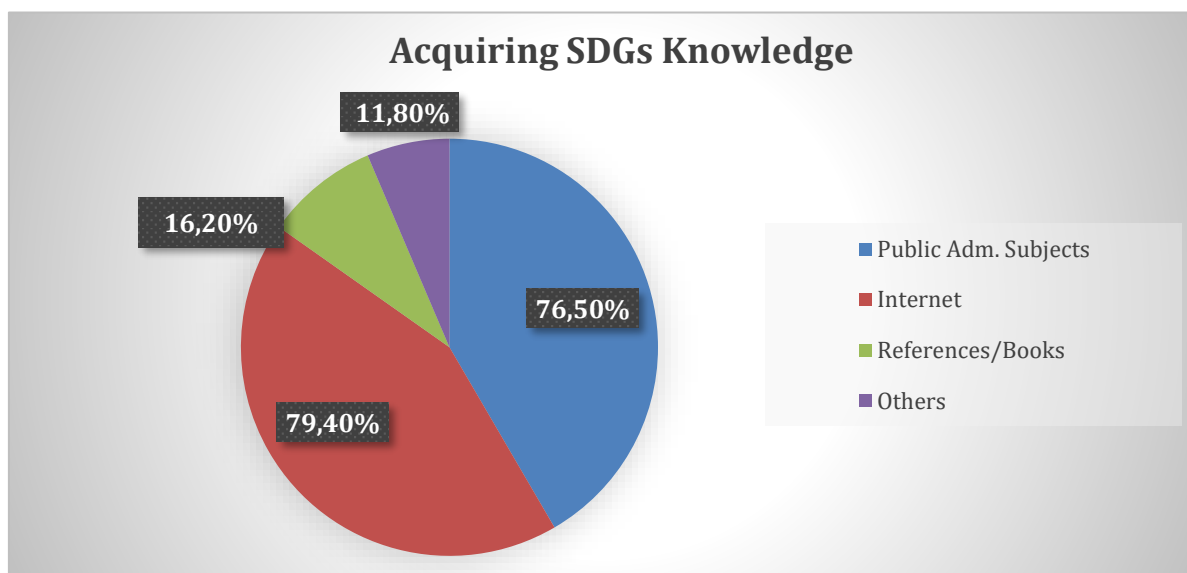


Figure 1. Acquiring SDGs knowledge.

Having similar results as that data, the information revealed from the interview with 4 PA lecturers, strongly underlined the coverage subjects of Public Administration that discussing more SDGs which also match the students' perception which can be seen in figure 2. Regardless of SDGs that is not a subject like English or others, the issues and terms of SDGs have been discussed in most PA subjects in both odd and even semesters before acquiring English subjects in the 5th semester. Moreover, these perceived issues in SDGs were mentioned specifically in other subjects in their first and second years, which can be seen in Table 1. The lists of subjects discussing SDGs issues also confirmed with the documented curriculum (2018) which stated the subjects and the semester clearly.

Table 1. Curriculum document of public administration (2018) related to SDGs.

List of Subjects Discussing SDGs Issues	Semester
Sociology	1
Public Policy	2
Public Management	2
Local Government Management (*include regional and village)	3

Implementation and Monitoring Public Policy	4
Public Bureaucracy and Governance	4

These questions were correlated with the first finding that answering the first research question about the issues of SDGs' relevancy to the students' needs. After gaining the students' identity and background of knowledge about SDGs issues during their time of studying in public administration major, in accordance to the relevancy of the issues to be integrated into English class, 87% of them stated their agreement to learn more about SDGs in English subjects.

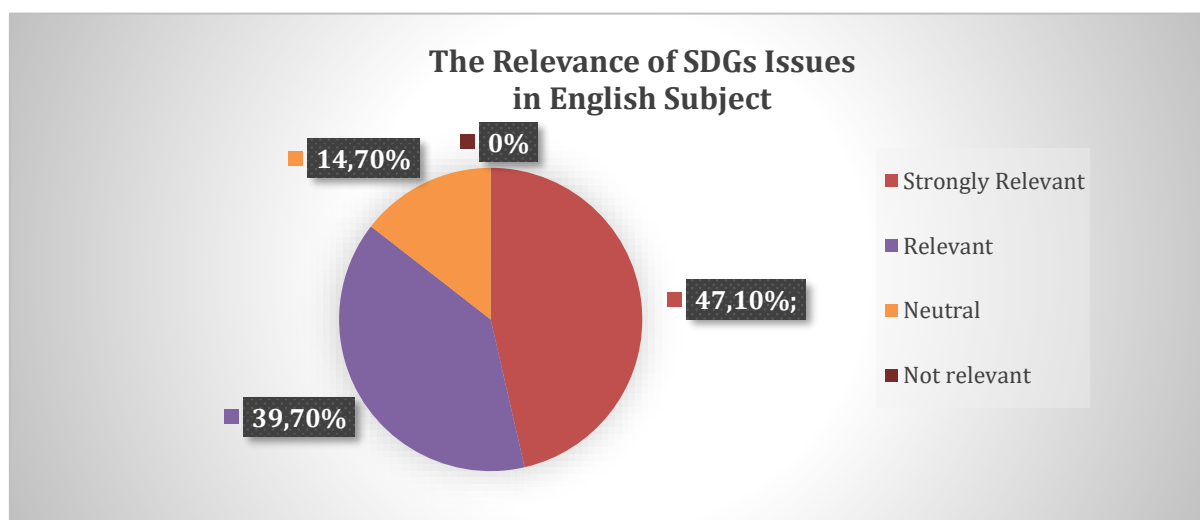


Figure 2. The relevance of SDGs issues in english subject.

Figure 2 presented the finding regarding the relevancy of SDGs issues to be integrated into English subject which was confirmed by the SDGs content knowledge in the previous figures. Since ESP is a kind of language learning program that is content-based, the offering of deepened the student's background knowledge through English subject, was relevant. This relevancy was the one-mile stone for the students to mastering English with the content-based needs. The added point was the interview results gaining from the 4 lecturers that all of them agreed in integrating the issues of SDGs in every subject including English. This will help the students to sharpen the skill of analyzing and managing the public policy and bureaucracy by deliberating all the effects on the SDGs issues.

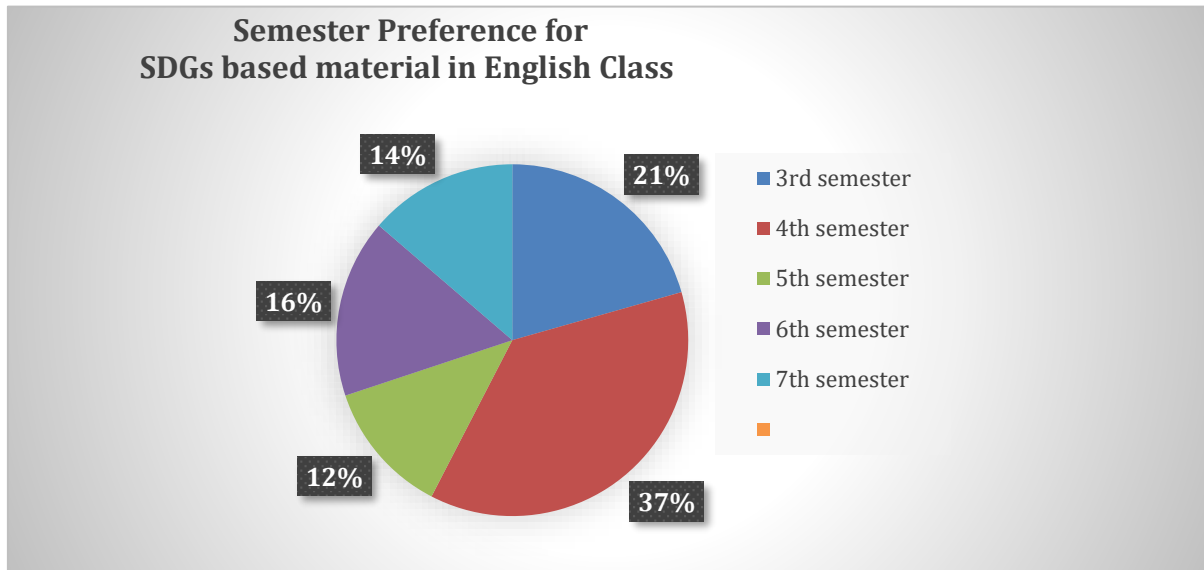


Figure 3. Semester preference for SDGs based material in English class.

This relevance was strengthened by the data revealed in figure 3, which elaborates the preferred semester the students would like to have English subject. Clarified interviews with some of the students during the survey, revealed that the perceived background knowledge in SDGs issues is needed before registering for the English class. The need for discussing or presenting those issues in English has made them aware of the importance of constructing the background knowledge of SDGs.

The added point gained from the interview results of the 4 lecturers is that all of them agreed in integrating the issues of SDGs in every subject including English. This will help the students to sharpen the skill of analyzing and managing the public policy and bureaucracy by deliberating all the effects on the SDGs issues.

Relevant issues of SDGs to be Implemented in English Public Administration Course

SDGs contain 17 goals <https://sdgs.un.org/> as proposed by The United Nations for better societal life. However, these 17 goals were surveyed to the students, the stakeholders, and the graduates to find out relevant issues to be designed on the English Public Administration course. The second area of the revealed data has dealt with the second research question which covered the suggested SDGs issues to be integrated into English material for one semester. The data would be analyzed as follows.

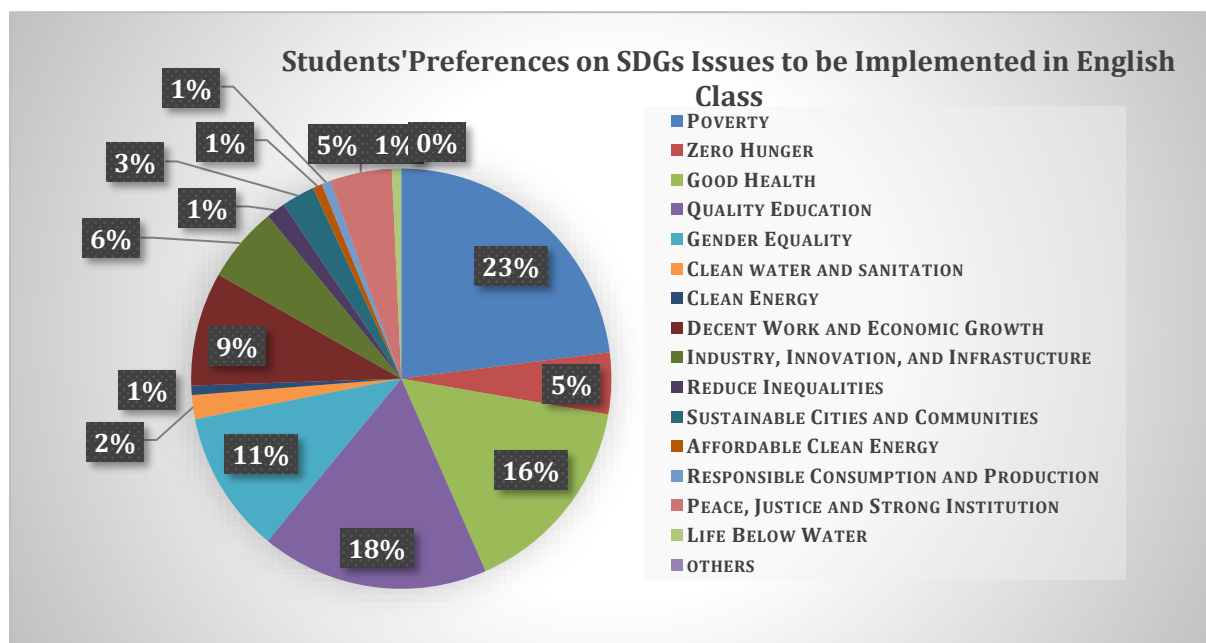


Figure 4. Students' preference on SDGs issues to be implemented in English class.

As it is shown in the above chart, the students' perception of the suggested SDGs issues covered the top 5 SDGs themes to be discussed in English Class. The issues cover the themes of Poverty, Quality Education, Good Health, Zero Hunger, and Gender Equality. These underpin their background knowledge on the happening situation around, as mentioned by 20% of the respondents in further interview questions, who confirmed that those themes were chosen because of the familiar vocabularies, terms, and facts as the main constituents to speak or write in English.

Contrary to the data interview with the arguments of two lecturers and two of the stakeholders, which stated that every issue in SDGs should be exposed equally in all subjects, which is particularly delivered in a case study approach. While two other lecturers had slightly different arguments in prioritizing certain issues to be deeply discussed in English class, regardless of discussing all of the issues equally. Even both are agreed on delivering case study and problem-based projects as the key feature of the communicative approach proposed by Richards & Rodgers (2001), but prioritizing on what the students' familiar topics in English, might lead to a different learning situation which shaped the students' critical thinking. Having almost similar chosen SDGs issues as the students', the priority covers poverty, quality education, good health, sustainable city (urban planning), gender equality, and environment (which covers clean water, sanitation, and ecosystem).

The stakeholders were interviewed as well, with the purpose to gain data validity on these specific issues of SDGs. Closely to the previous contra arguments by the first two lecturers, the stakeholders that represent the private and government sector, clearly stated that all aspects of SDGs need to be discussed. Moreover, they have declared that it was reluctant to talk about all the SDGs issues without learning or even discussing it in English, particularly in the private sectors and governmental area, since the issues references, analysis, discussion, and the presentation related to SDGs are in English.

Compare to the stakeholder's needs, the students need to explore more exposure not only on certain issues but all SDGs issues have to take parts in the learning materials.

Therefore, the underpin of integrating the SDGs issues in English subjects has becoming a requisite for the industry.

Suggested Learning Activities Related to SDGs issues to Accommodate Students 'Needs

Having found that SDGs issues are relevant to be integrated into the Public Administration course and gained relevant issues to be implemented in the materials, the researcher then continued to analyze the suitable learning activities during the teaching and learning process. The third area covered the suggested learning activity which accommodates the students 'needs based on their preference skill and lack.

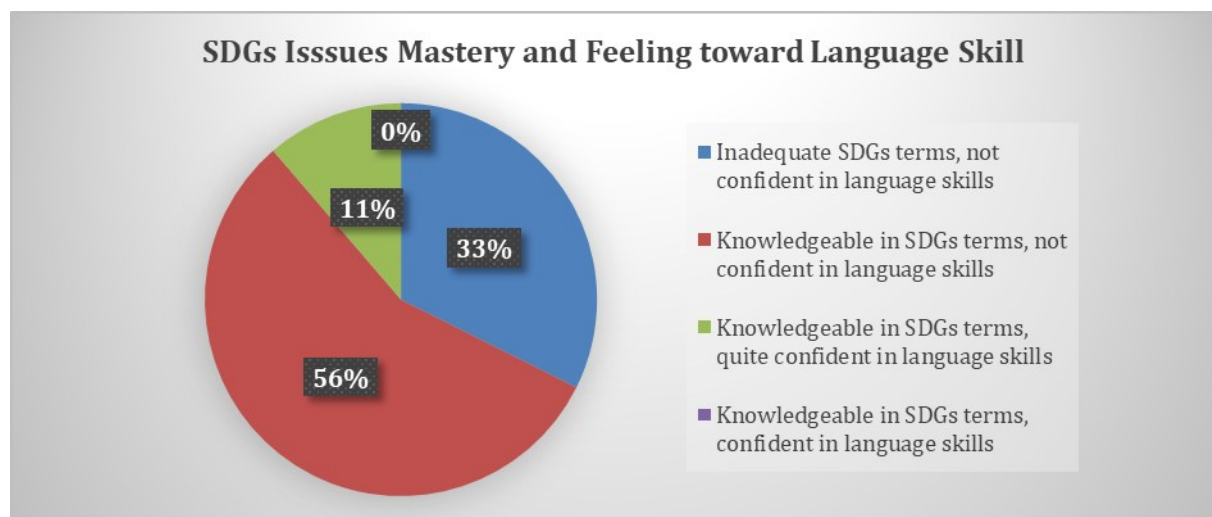


Figure 5. SDGs issues mastery and feeling toward language skill.

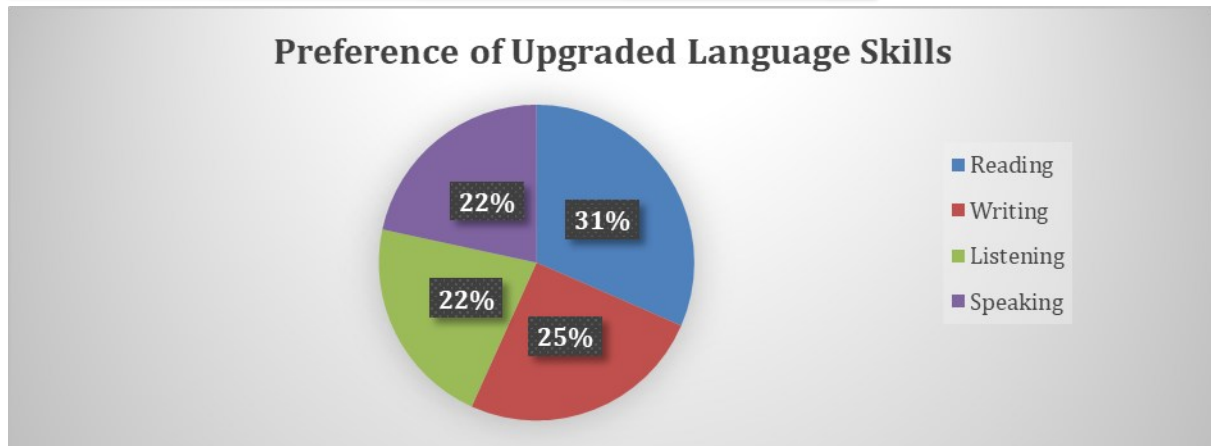


Figure 6. Students' preference on upgraded language skills.

Figures 5 and 6 as adopted and modified from (Khan, 2007) were focused on finding the lack of students' knowledge regarding the content of SDGs issues, lack of language skills, and the preference for upgraded language skills.

Figure 5 concise the self-confidence's problems in implementing the SDGs issues in language skills. This was confirmed by all the interviewed lecturers and stakeholders, who loudly spoke on how self-confidence reduces their motivation in using English. Both parties further claimed that lack of opportunity in using the language is one of the reasons. Some students even mentioned that they only have the opportunity to use the language in English class with a very limited, especially when the classical class happened with teacher-centered and discussed TOEFL, which focusing on telling the language and its rules (Nunan, 1998)

While figure 6, clearly depicted the student's preferences in language skills with almost half of them stated their needs in improving their reading skills, with the next most voted skill was writing. Surprisingly, these two chosen options were integrating into productive and receptive skills. While the rest of the options, listening and speaking, are equally voted.

In line with this result, all the lecturers agreed in prioritizing reading skills as the students' primary skills in doing analyzing and identifying problems. Most of them strongly agreed on assisting and assigning students with more reading text will improve their understanding of certain terminology in SDGs, as similarly proposed by (Poedjiastutie & Oliver, 2017).

Furthermore, the stakeholders underpinned reading skill tends to be more important since it gives some added information about SDGs in our surroundings. Moreover, the curriculum document clearly stated the department learning outcome expectation on how they could have broadened outlook before analyzing based on the indicators, which can be happening through upgrading the reading and writing skills.

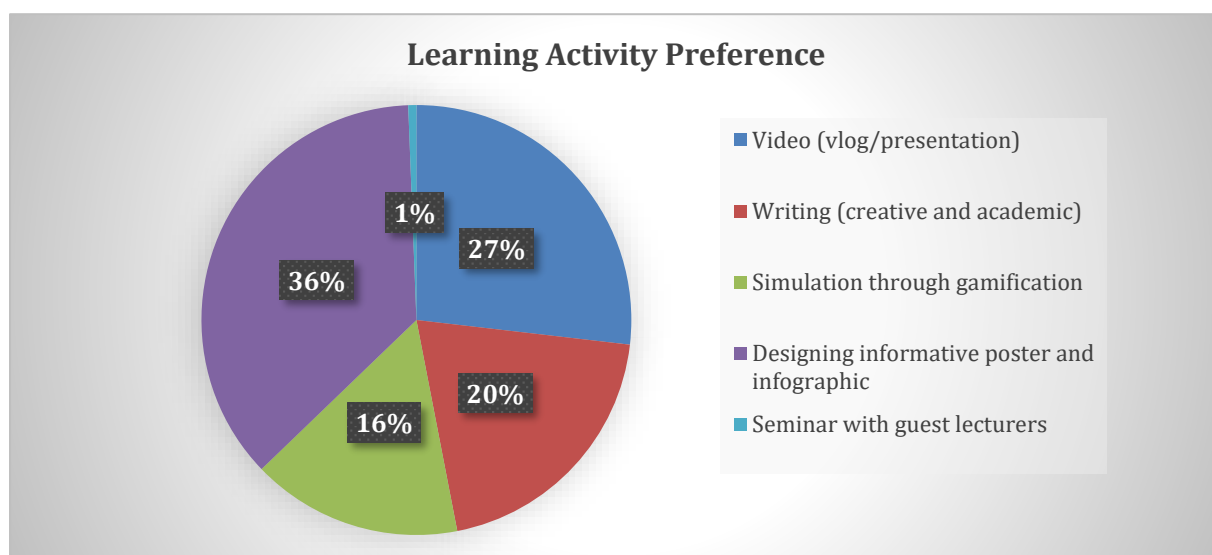


Figure 7. Students' learning activity preference.

Contrary to the previous data, the preferred learning activity was not a reflection on the preferred skill mentioned in the prior figure, while the majority of preferred activities are suitable for activating the writing skills. The vlog/presentation making is an activity for both writing and speaking skills since the narrative of the spoken language in the video could have been assigned in written form. However, the activity in designing posters and infographics was underlining the writing and reading skills. In this section, the previous data match with the preferred students' language skills.

Thornbury (2006), Darn (2006), & Masduqi (2016) mentioned that reading activity through learning and comprehend the text, could activate the other three skills. Therefore there is one suggested learning activity in improving both reading and writing skills as productive and receptive skills, that answered the third research question which adapted from Masduqi (2016), covering one of the top 5 SDGs issues mentioned on the above findings.

Table 2. Suggested students' learning activity.

Topic : SDGs Issue	Learning Objectives	Learning Source	Learning Stages	Learning Activities
What is poverty and why does it happen?	The students can describe about poverty and its causes through the available resources and	https://youtu.b e/s7kOgZfWW KA	Eliciting Ideas Highlighting Vocabularies	The students express their feeling when they are in the same situation as reflected in the video The students write the difficult vocabularies, find the meaning and use them in context

analyze the efforts or solutions to combat poverty in their surrounding	Giving the best title to the story	The students read the subtitle and give time to collaborate and create a new title based on the situation
	Predicting the after story	The students create a mind map or infographic in predicting the after-story
	Arranging the after-story in the jumbled mind map	The students jumble the mind map and give them to another group/pair
	Listening to the right order	The students choose their partner in speaking out the right order, while others are listening.
	Writing out the arguments to the related story	The students put the jumbled mind map in the right order. The students write a comment on specifically 3 up to 5 sentences about the other groups' story

Conclusion

After a series of data collection and analyses, the study concluded that the integration of SDGs issues in English for Public Administration is relevant to the students' needs. This finding is revealed by the three parties observed and interviewed, the students, the lectures, and the stakeholders. From the data, 87% of the students stated their agreement to learn more about SDGs in English subjects and 4 lecturers agreed in integrating the issues of SDGs. Furthermore, the study found that the students preferred five (5) top SDGs themes to be discussed in English Class, they Poverty, Quality Education, Good Health, Zero Hunger, and Gender Equality. However, two lecturers and two of the stakeholders stated that every issue in SDGs should be exposed equally in all subjects which are particularly delivered in a case study approach and two more lecturers suggested prioritizing certain issues to be deeply discussed in English class.

The study also found that almost half of them stated their needs in improving their reading and writing skills. All the lecturers agreed to prioritize reading skills as the students' primary skills in doing analyzing and identifying problems. This is in line with the stakeholders' point of view and the curriculum document that clearly stated the learning outcome expectation is to improve students' analytical thinking which can be reached through upgrading the reading and writing skills. For learning activities, the researchers suggested that the learning topic and source are taken as the authentic material as a reflection of SDGs issues, in a form of video/vlog which accommodates the student's preference in figure 8, while the learning stages and

activities which involved the desired learning activities in designing a poster/infographic underpinned the student's needs in improving both the reading and writing skills. In advance, the study suggests conducting further research on appropriate learning activities and media in one semester of English for Public Administration course.

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