A NEEDS ANALYSIS FOR ESP IN A MULTIMEDIA STUDY PROGRAMME OF A VOCATIONAL HIGH SCHOOL

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Abstract

A needs analysis is required to design ESP courses and determine appropriate materials for vocational high school students. Particularly in a multimedia study programme, even while multimedia has become increasingly prominent as a result of digital transformations, there is not much attention given to conducting the need analysis for vocational high school students. Therefore, this research aims to analyze the needs analysis for ESP in a multimedia study programme of a vocational high school. Specifically, it attempts to reveal what difficulties are encountered by the students during their internship programmes, what English language skills are needed by the students to perform their jobs, and what the multimedia study programme needs to offer to allow students' employability. A case study was conducted on an EFL teacher and eighteen students in a vocational high school. The findings revealed that: First, students had difficulties in Grammar, Vocabulary, and Speaking; Second, the English language skills needed to perform their jobs were listening, reading, and writing; Third, the multimedia study programme should offer copywriting, technical vocabulary and authentic materials related to multimedia to allow students' employability. This research also recommends three-unit materials for the ESP courses divided into three topics: copywriting, photography, and videography.

Keywords: English for specific purposes; ESP course design; multimedia; needs analysis; students' needs

INTRODUCTION

As an impact of digital transformation, English is used in non-English speaking countries to communicate messages through multimedia as it is understood and accessed universally. On the one hand, English can condense and simplify messages as words written in target languages are usually long and complicated (Friedrich & Takahashi, as cited in Gerritsen, Nickerson, Hooft, et al., 2010). The use of English in multimedia also encourages positive attitudes from the viewers (Planken, van Meurs, & Radlinska, 2010) as it is associated with modernity, upper classes (Gerritsen et al., 2010), quality, glamour, and latest trends (Kelly-Holmes, 2000). Therefore, English has become one of the requirements to be hired by global companies (Kim, 2013). Particularly, having English proficiency is important for students to help them dive into specialty materials (Hutchinson & Waters, 1987) and increase their employability. However, as many industries have been transformed digitally, the needs analysis for students in multimedia study programmes has received little attention, compared to business, law, and medical study programmes (Watanabe, Misaki, & Noguchi, 2015).

Particularly, the needs analysis is conducted by teachers or course designers (Dudley-Evans and St John, as cited in Kascakova, 2016; Richards, 2001). It includes questions related to needs, lack, and wants of the students (Anthony, 2018), as well as various communicative situations (Margana & Widyantoro, 2017; Swales, as cited in Kascakova, 2016). Further, the result of the needs analysis will help course designers evaluate and improve the current learning activities and materials of English For Specific Purposes courses. The appropriate ESP courses are crucial to improve students' employability skills in order to meet the demand of the existing labor market (Boateng & Ofori-Sarpong, 2002). In terms of context, ESP has specific contexts that are related to academic or professional goals, such as a medical context, business, legal context, etc. Meanwhile, general English has a wide range of contexts (Chovancová, 2014; Woodrow, 2017). Further, Weicheng (2009) asserts that ESP is focused on professional knowledge rather than the linguistic knowledge to approach real target language situations. The professional knowledge is used by students to perform jobs (Kascakova, 2016). Additionally, ESP is a student-centered approach to English learning (Hutchinson & Waters, as cited in Lee, 2016), that aims to meet specific needs of students. However, the specific need of students does not refer to an individual student. It

refers to groups of students who have almost identical or similar needs (Basturkmen, 2003).

Research has shown that the needs analysis is crucial in designing relevant ESP courses to prepare students for their future jobs (Lee, 2016), as well as in revealing students' needs and wants to increase students' motivation by involving perspectives of teachers, students, professionals, and previous graduates to address actual situations of the target language (Chovancova, 2014). Some research has also focused on the needs analysis for ESP courses in the field of science (Lee, 2016), law (Chovancova, 2014), engineering (Kim, 2013), and business (Hossain, 2013). Even though English is frequently used in an occupational context, students may have difficulties in all English language skills. Most of them also have low levels of English proficiency. The reason is that the current ESP course does not address all of the students' difficulties and needs regarding their English skills (Chatsungnoen, 2015; Hossain, 2013). More specific research on the needs analysis to evaluate textbooks has been done, with some focusing on Higher Order Thinking Skills (HOTS) that cover analysis, evaluation, and invention (Ichsan, Sigit, & Miarsyah, 2019; Sysoyev, 2000; Margana, 2015; Margana & Widyantoro, 2017; Purnama & Nurdianingsih, 2019).After the needs analysis is conducted, the current materials of ESP courses can be adapted to stimulate the learning process (Hyland, as cited in Lesiak-Bielawska, 2015).

In the Indonesian context, employability has become the main concern for vocational high school students. Unlike senior high schools that prepare students to enroll at universities, vocational high schools focus on preparing students to be skilled employees in their specialties. However, there are many industries which are not satisfied with competencies of vocational high school graduates. The vocational high school graduates are considered as unready for work (Suharno, Pambudi, & Harjanto, 2020) and lack the ability to improve themselves and their careers in the workplace (Hasan & Pardjono, 2019). To illustrate, when students join a business study programme, the English materials they receive must include relevant materials to their fields of study, such as English for business development, rather than only general English that serves as a flexible communication (Margana and Widyantoro, 2017). In other words, ESP and general English are interwoven with the needs of vocational high school students (Marcu, 2020). Moreover, higher-order thinking and creative thinking skills are required in the working environment. These thinking skills have to be integrated into ESP courses in vocational high schools. The thinking skills reflected in problem-solving abilities, teamwork, and self-confidence (Florida, 2002; Hasan & Pardjono, 2019) will be critical in the future for winning employment competitions, solving workplace difficulties, and forming excellent working relationships (Suprapto, Fahrizal, Priyono, & K, 2017).

Research on the needs analysis in several study programmes has been extensively conducted such as in culinary study programmes (Brilianto, Sofian, & Rezeki, 2020; Hou, 2013), food science and technology (Chatsungnoen, 2015), engineering study programmes (Araminta & Halimi, 2015; Kim, 2013), accounting study programmes (Sari & Atmanegara, 2018), and tourism study programmes (Masyhud & Khoiriyah, 2021; Munusamy, 2011). On the other hand, research on the needs analysis for multimedia study programmes has been insufficiently researched. Two of them are conducted by Lestari (2019) who focuses on analyzing problems, needs, wants, and lacks of tenth grade students of a multimedia study programme at a vocational high school, and Hummaira (2019) who investigates the needs of eleventh graders at a vocational high school. Thus, the large body of research in the field of needs analysis for ESP courses proves that needs analysis has a vital role.

As can be seen from the literature of research on the needs analysis for ESP above, the needs analysis conducted to vocational high school students in multimedia study programmes who have finished internship programmes is not rigorous. It is hard to find research in this area, notwithstanding the fact that Multimedia has become a part of everyday life. Therefore, the present study will fill in the gap by analyzing the needs of vocational high school students in a multimedia study programme. More particularly, the aims of the study are formulated into three research questions:

1. What English language skills do the graduates of the multimedia study programmes have difficulties with in their internship?
2. What English language skills do the graduates of the multimedia study programmes need in their careers?
3. What do multimedia study programmes need to offer to allow students' employability?

The results of this study will give some recommendations for vocational high school students of multimedia study programmes for the grade twelve.

METHOD
This study was conducted in a vocational high school in Bandung. The school has a technopark programme promoted by the government. The Technopark program focuses on developing start-ups and improving students' English language skills. In this case, since the Multimedia major has a significant role in start-ups, it is considered as a suitable major to participate in this study to support the government in developing Technopark. Moreover, a purposive sampling was selected. The purposive sampling deals with participants with certain characteristics pertinent to the study (Etikan, 2015). An EFL teacher with her 18 students from the class twelve of the Multimedia major at a vocational high school in Bandung were selected to participate in this study. The students involved in this study had completed an internship programme as one of requirements to finish the study. When students join

an internship programme, they are exposed to the real working environment that will help them get descriptions of their future job and prepare themselves in the future career.

A needs analysis model proposed by Dudley-Evans & St John (1998) that was adopted by Basturkmen (2010) was employed in this study. Additionally, a questionnaire proposed by Chatsungnoen (2015) was also adapted to the context of the multimedia study programme. The questionnaire has three main parts: the participants' personal demographic information, an eight item section to identify students' difficulties during their internship programmes and a twelve item section to reveal the amount of importance of language skills and subskills for the students' employability. To prevent misunderstanding and ambiguity, the questionnaire is translated into the participants' first language, Bahasa Indonesia.

To confirm the results of the questionnaires, there were semi structured interviews conducted with one teacher and three students. The questionnaire and interview questions were consulted and examined by one multimedia expert and two experts in English for Specific Purposes to enhance the validity and reliability. The questionnaire and interview questions were also piloted to ten students of a multimedia study programme who had completed internship programmes from a different vocational high school, and in order to prevent ambiguity.

The data collected were in the form of questionnaires of need analysis and interviews. Each of the data was linked up and analyzed together to represent the whole phenomenon to be more understandable (Baxter & Jack, 2008). The qualitative data were gathered from the interview. Meanwhile, the quantitative data were collected from the questionnaire by using descriptive statistical methods in the form of percentages of the frequencies. The results of the questionnaires and the interviews were presented and compared. After that, the data were interpreted and reported descriptively. In addition, there were additional materials recommended based on the interpretation of the data.

RESULTS AND DISCUSSION
Students' Difficulties and Needs
The questionnaire employed in this study includes personal information about the participants', the lack of the participants during their internship programmes and the importance of language skills and subskills for the students' employability.

From the students' perspectives, there are three top skills that the students have difficulties with during the internship programmes. The skills are grammar (67%), vocabulary (50%), and speaking (50%). Grammar skills are needed because several students use them to communicate with clients or customers as it can be seen in the following excerpts:

Excerpt 1
 "When I need to pick up phones or listening to voice notes given by the client" (Student A)

Excerpt 2
"When they are clients from overseas, but currently they are not here" (Student B)

The students do not only need grammar for writing descriptions or captions in their visual communication design, but also for making their communication with clients understandable. Moreover, most students need technical vocabularies related to Multimedia. It is because they always use Multimedia software with English as a default language as it can be seen in the following excerpt:

Excerpt 3
"Most of the time, the multimedia software cannot be set into Bahasa Indonesia. Therefore, we need to use English as the language default." (Student C)

In terms of speaking skills, 83% of students need speaking skills in question and answer sessions of their project presentation. As a graphic designer or an art director presenting projects, portfolios, or design will be a part of their jobs. Therefore, it is important to provide speaking sessions in addition to phonetics information of the technical vocabularies. The phonetics information will help the students to speak with correct pronunciation.

The results of the questionnaire are confirmed by the teacher. From the teacher's perspective, the students are not provided with materials that are relevant with Multimedia. They are only exposed to general English. The teacher finds additional materials from the internet. However, the materials do not really represent jobs that they will perform during their internship. It is confirmed by the results of the students' need analysis.

After joining the internship programmes and being exposed to the real working environment, the students state that they need listening, reading, and writing skills to perform their jobs in their future career. For listening and reading, the students mostly use these skills when they are watching tutorials to produce Multimedia contents on Youtube, as shown in the following excerpts.

"When we are watching tutorials on Youtube or looking for articles. Because most of the multimedia fields are developed abroad. So English is a daily language to gain the knowledge." (Students A)

"Looking for references using English, Listening to tutorials for design in English" (Students B)

"learning multimedia material from videos, because mostly video materials use English" (Students C)

Further, as there are 94% of students who want to work in the field of Multimedia, they need more exposure to specific topics relevant to Multimedia through reading and listening activities. The specific topics are related to copywriting, advertising, branding (company profiles), and other commercial texts. Moreover, they need Multimedia tutorials and references in the form of videos on

Youtube. Some students add that they also need to write video scripts and captions. In other words, the specific topics help them gain more knowledge in the field of Multimedia, especially in becoming more familiar with technical terms in Multimedia. However, it is worth mentioning that students still need general topics to help them produce various contents requested by their clients who may come from different professional backgrounds.

As students confirm that they need authentic materials related to their expertise, selecting teaching materials is crucial in ESP since course objectives are made concrete for students and teachers, to invigorate the learning process (Hyland, as cited in Lesiak-Bielawska, 2015). They are instruments that may be disassembled and reassembled to meet the needs, abilities, and interests of the students in the course (Graves, 1996). Dudley-Evans & St John (1998) also reveal the significance of ESP materials that includes its roles as a source of language, a reference, a learning aid, motivation, and stimulation. When it comes to selecting materials, the ideal approach is to take the opposite side and pretend to be a student. It's the only way to obtain authentic materials needed and determine if they will actually help the students. As a result, the teacher or the course designers can determine whether these materials motivate, inspire, and ultimately promote learning. It is common that a textbook does not meet all of the learning objectives and students' profiles. Therefore, the teachers have to be adaptable and not be afraid to change or provide additional materials as long as the primary goals are met (Marcu, 2020).

Topics that Multimedia Study Programmes Need to Offer to Allow Students' Employability

Initially, the ESP course design is started with the needs analysis. Then, the results of the needs analysis are formulated into goals and objectives of the course. The next step is conceptualizing the ESP content. It consists of sorting ESP learning activities that will be involved, highlighted, and considered as a core of the course to meet students' needs. The learning activities are usually started with simple tasks or things that students have been familiar with. In real execution, the course has to be flexible and adjustable as long as it is still in line with the students' needs and interests. For the final step, teachers or course designers do an implicit evaluation during the semester based on students' grades, participation, and motivation. Alternatively, the teacher can do an explicit evaluation at the end of the semester by using questionnaires, surveys, and direct communication with students to evaluate the subject matter, teaching methods, teachers' roles, and learning activities (Sysoyev, 2000).

Based on the results of the needs analysis, students need to improve grammar, vocabulary, and speaking skills. They need more exposure to commercial texts, visual images, videos, and other specific topics related to Multimedia. The result of the need analysis confirms a point from Jordan (as cited in Tsou, 2009) that subject-specific materials have to be addressed in ESP courses. The subject-specific materials deal with particular jobs or industry (Minasyan, 2016). Therefore, this study recommends additional materials for ESP courses in Multimedia study programmes, which are divided into three units: copywriting, photography, and videography. For the evaluation, it is suggested that the evaluation of the materials is based on Tyler's (1942) recommendations and the Curriculum 2013. It entails evaluating the students' attitude, knowledge, and skills.

Copywriting

Copywriting can be referred to writing captions for advertising products, building engagement with audiences, persuading audiences to do immediate actions (Stamatelou, 2015), and other interactive communication online. As visual modes in graphic designs are usually juxtaposed with verbal modes (Fuertes-Olivera, Velasco-Sacristán, Arribas-Baño, & Samaniego-Fernández, 2001), copywriting is usually a part of job descriptions performed by workers in the field of multimedia. Moreover, additional messages are usually written in a sequence of scenes or separated captions.

In terms of ESP for multimedia study programmes, copywriting and digital platforms are inextricably linked (Reswari & Alfarisy, 2019). Many creative companies, both local and multinational, demand copywriting skills for the position of visual communication designers. As shown in Figure one, copywriting can also promote grammar skills integrated with writing skills.

In Figure 1, we can see that there is a short caption on the graphic design about "Mystery Box". Visual communication usually uses English to simplify and condense words to emphasize messages (Gerritsen, Nickerson, Hooft, et. al, 2010). Moreover, using minimal words can increase the readability of the messages in a very short time due to the limited space in every scene. If there is further information, it is usually written in a separate caption. Lazović (2014) adds that ellipsis, or the removal of specific grammatical features, is another common advertising approach. Full phrases and sentences are uncommon in commercials, as quick perception is critical in the congested digital medium. Ellipsis saves space while also improving the effectiveness of the message. However, whether the goal is comprehension or persuasion, the word selections in English must be in keeping with the communication goals (Planken, van Meurs, & Radlinska, 2010).

Figure 1
An Example of a Grammar Section

Conditional Sentence Type 1

if + simple present, simple future "will" / imperative
If he gives her chocolate, she will be happy.

If you buy a mystery box and you get an unexpected item, what will you do?
Share your answer with your friends.

Additionally, copywriting in advertisements can motivate students. Furthermore, copywriting and advertising can help to create images, consumers, and relationships (Fairclough as cited in Stamatelou, 2015). In order to become memorable, commercial advertisements employ positive languages that are recognizable to the population they address. For instance, fresh, delicious, full, safe, obtainable, vibrant, dynamic, and so on (Delin, as cited in Stamatelou, 2015). Furthermore, advertisements foster a personal connection between advertisers and customers. Advertisements do this by employing a conversational language such as "you" to increase impersonality and simulating a personal address to achieve an equal power relationship. In this example, "you" implies that you know who the individual addressee is (Cook, 2001). Furthermore, advertisers may 'build' positions for customers in order to ensure that they are a good fit for the offered product. Advertisements, in particular, provide models for customer demands, attitudes, financial circumstances, behavior, and so on (Fairclough, as cited in Stamatelou, 2015).

Photography
This unit covers exercises for strengthening vocabulary abilities that are linked with reading and writing practices, as shown in Figure 2.

Figure 2
An Example of a Technical Vocabulary Section

Opacity	\ ō-ˈpa-sə-tē	Pose	\ ˈpōz
Path	\ ˈpath	Lighting	\ ˈlī-tiŋ
Twain	\ ˈtwān	Angle	\ ˈaŋ-gəl
Vector	\ ˈvek-tər	Tone	\ ˈtōn
Brochure	\ brō-ˈshùr	Contrast	\ kən-ˈtrast
Portfolio	\ pȯrt-ˈfō-lē-ˌō	Shot	\ ˈshät
Shade	\ ˈshād	Crop	\ ˈkräp
Advertising	\ ˈad-vər-ˌtī-ziŋ	Cut	\ ˈkət
Shutter	\ ˈshə-tər	Rotate	\ ˈrō-ˌtāt
Photographer	\ fə-ˈtä-grə-fər	Record	\ ri-ˈkȯrd

TECHNICAL VOCABULARIES

In this unit, students will be exposed to technical vocabularies in terms of photography. The technical vocabularies provided are usually found in the software or applications of photo editing, the camera features, and other supporting equipment in photography. Moreover, photography is inextricably linked with product advertisements and digital content creation. Therefore, this unit also presents many visual images that can significantly impact how readers feel or act (Jauhara, Emilia, & Lukmana, 2021). The setting involved in this unit is pertinent to content creation that is intended to entertain, raise brand awareness, and sell products.

With regard to vocabulary skills, ESP deals with language used in a field of profession such as technical vocabularies (Swales, as cited in Kascakova, 2016), to give exposure to students' future employment (Lee, 2016). As this unit is recommended for the grade twelve, students in this level will easily deal with the technical vocabularies rather than the first-year students. The students in the grade twelve have been exposed to tools, software, and other specialized materials related to their expertise in the prior levels. Therefore, the low achievers in the grade twelve can still follow the learning activities that expose them to these technical vocabularies.

As students in all levels still need general English, general vocabularies are still provided in the ESP course to help students effective real-life communication (Minasyan, 2016). Additionally, phonetics information of the technical vocabularies will also help students practise their pronunciation.

Furthermore, the task in this unit involves content creation regarding photography tips that involve visual modes juxtaposed with verbal modes. The creation activity is considered as higher order thinking skills. Different from lower order thinking: organizing data, remembering formulas, and applying them (Newman, 1990), higher order thinking deals with analyzing, evaluating, and creating (Anderson et.al, 2001). Many experts contend that both types of thinking skills must be included in English language teaching and learning (Huberty & Davis as cited in Margana & Widyantoro, 2017).

However, Renner (as cited by Liaw, 2007) places a greater emphasis on using higher order thinking abilities in order to encourage students to think critically and maximize their English proficiency. It is in line with Hedge (2008) who argues that memorizing, which refers to a drilling method in speaking and writing, contributes to the failure of target language (English) acquisition on the ground since students are only interested in dealing with systematic knowledge. In other words, it only leads to a comprehension of the surface of the language system.

Learning activities that include higher order thinking skills are recommended to increase reading comprehension (Nourdad, Masoudi, and Rahimali, 2018), promote creativity, and self-regulated learning practices (Margana & Widyantoro, 2017). Employing higher order thinking skills can also develop students' self-confidence to learn English more effectively (Putcha, 2012).

Additionally, promoting higher order thinking skills for Multimedia study programmes will support the students to enhance their creative and critical thinking skills in developing more innovative and fascinating visual communication designs (Margana & Widyantoro, 2017). T...

Opacity	\ ō-ˈpa-sə-tē	Pose	\ ˈpōz
Path	\ ˈpath	Lighting	\ ˈlī-tiŋ
Twain	\ ˈtwān	Angle	\ ˈaŋ-gəl
Vector	\ ˈvek-tər	Tone	\ ˈtōn
Brochure	\ brō-ˈshùr	Contrast	\ kən-ˈtrast
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Advertising	\ ˈad-vər-ˌtī-ziŋ	Cut	\ ˈkət
Shutter	\ ˈshə-tər	Rotate	\ ˈrō-ˌtāt
Photographer	\ fə-ˈtä-grə-fər	Record	\ ri-ˈkȯrd

study programmes relat... activity-oriented and st... students to experiment w... the learning process. It is ... one of the fields in ... communication design. Th... order thinking skills, the ... this study are designed t... work situations to help the... existing knowledge. It als... to solve complicated situations in Multimedia based on their internship experience and their future jobs.

TECHNICAL VOCABULARIES

Videography

In terms of enhancing speaking skills, the speaking activities can be integrated with listening practices, as can be seen in figure 3.

Figure 3
An Example of a Speaking Section

With a partner, act out the roles as a photographer and an assistant in a wedding. Then, switch roles.

Talk about:
· a problem in documenting the wedding
· the cause of the problem
· what you will do differently next time

SPEAKING

In this unit, students will be introduced to videography equipment and roles related to videography. Students will be exposed to authentic conditions that are usually faced by a videographer and a videographer assistant. Oftentimes, the field of videography deals with weddings or advertisements. Therefore, the tasks in this unit highlight this authentic setting to give more exposure to students related to their future employment. Employing authentic materials has several benefits such as improving learner motivation, offering authentic cultural knowledge about the target culture, exposing learners to real language, linking more closely to learners' needs, and supporting a more creative teaching style (Richards, 2001).

As teaching materials can include audio and visual assistance as well as internet resources, despite being primarily paper-based (Hyland, as cited in Lesiak-Bielawska, 2015), this unit involves videos and photos. The use of videos and photos is to stimulate and portray authentic working conditions. The internet resource, in this case Youtube, can be accessed by students through scanning the barcode or going to the short link with their smartphones.

As multimedia cannot be separated from digital platforms, it is recommended to provide materials that are integrated with social media, websites, and other digital platforms. Therefore, the students will be more familiar with various digital platforms that are related with their future employment in this digitalization era. It is supported by a point from Lazović (2014) that the advertising industry's focus has migrated from traditional print and broadcast media to the Internet in the previous two decades.

To illustrate one of the future working situations, in this unit, students will work in pairs to solve problems that might occur during wedding documentation. They do role plays related to their future working situations. Role-plays, according to Nunan (as cited in Estrella, 2021), are a classroom strategy in which students are assigned specific roles in the target language to act out in various circumstances. This method encourages students to be compassionate, courteous, and cooperative. When students take roles, they express their empathic responses and communicate with their classmates. Mustafa (as cited in Estrella 2015) adds that role-playing motivates students because it is a fun and enjoyable activity that can expand their vocabulary knowledge. It encourages students to speak in front of their classmates and express

themselves without fear, building confidence and increasing awareness of common mistakes.

The tasks provided in this unit will help students improve their employability skills, such as communication, creativity, problem-solving, organizational skills, proactivity, and teamwork (Gibb & Curtain, 2004). Vocational high school students' higher thinking levels indicate that they are more work-ready. Therefore, providing ESP courses and materials that promote higher-order thinking skills is important to result in more competitive and professional graduates. It will also enable students to use their knowledge to solve problems, design or develop innovative products, and actively participate in industries (Hasan & Pardjono, 2019).

Learning activities that promote higher order thinking skills will prepare students to overcome today's difficult workforce. The HOTS learning model is the answer to complex problems and real-world answers to a case or situation. The HOTS learning model promotes students to think critically and creatively (Sukatiman, Siswandari, & Roemintoyo, 2020). Through ESP courses in vocational high schools, students are concerned with their professional activities. They work in small groups to assess, formulate, and then solve problems (Webb & Moallem, 2016). Employers frequently emphasize the necessity of students being equipped with decision-making skills as well as the ability to think critically and creatively before joining the workforce (Heong & et.al, 2012).

CONCLUSION
This research attempts to reveal students' difficulties and needs for English for Specific Purposes in a multimedia study programme of a vocational high school. The results show that students had difficulties in Grammar, Vocabulary, and Speaking during their internship programmes. Moreover, the English language skills needed to perform their jobs were listening, reading, and writing. To allow students' employability, the multimedia study programmes should offer authentic materials that include three specific topics which are copywriting, photography, and videography. The students also need materials in the form of visual images and videos. It is confirmed by the teacher that the students are not given much exposure to relevant materials that they need to perform their jobs during internship and for their future career. Even though the responsibility lies on the teachers and the ESP course designers who have to properly identify and choose suitable materials, they can adapt the materials based on the result of the needs analysis of the students, in order to motivate the students, encourage them to actively engage in the learning processes, and allow their employability. These efforts would be beneficial not only for the employability of the students but also for the vocational high schools to improve the quality of their teaching programs and curriculum; and for the writers of ESP textbooks to provide more authentic materials. Suggestions for further research are to develop this study by involving perspective from the companies and graduates.

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