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ENGLISH MATERIAL: NEED ANALYSIS ON SECRETARY STUDENTS

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ABSTRACT

This study is aimed to analyze the secretary students' need through english material and describe kinds of English material for the secretary students. This study was descriptive analytic. The data were obtained from distributing questionnaire to the secretary students and conducting interview to the secretary students, collaborator, chief of study program of secretary and stakeholder. The data were identified in three aspects, present situation, target situation and learning situation. The data are analyzed through descriptive statistic. The results of the study are the students need on specific materials which are more relevant with their field, and more applicable in workplace.

Keywords: need analysis, secretary student, English material, English for specific purpose, ESP.

INTRODUCTION

English is one of the subject that becomes learning focus by students in each level including college. Every level has its own goal in learning english. This study is to identify the secretary students' need toward the english learning material. The learning goal of the secretary students is specified on the language use especially in workplace. Regarding to the background, it is better for english lecturer to propose appropriate material with the learning purpose. Learning material is one of the primary tool to deliver knowledge to learners in order to achieve the learning target. Thus, each material presented in the teaching and learning should be able to adjust the learners need and want. Appropriate material which is taught according to the learner's need and want will has a big influence of the learning success in reaching the objective planned. Furthermore, it will stimulate the learners to be more enthusiastic to include themselves to learn the lesson since they aware that it will be beneficial in a workplace and it can answer what they need in the future.

In this case, the relevant material that can fulfill the situation is English for specific purpose (ESP). English for specific purpose is kind of material which is arranged and suited with the learning goal. The way to arrange and create the specific material is

through doing deep analysis of the learner's need and want from some sources and parties, such as doing class observation, doing interview with learners, lecturer, chief of study program, stake holder, and also analyzing syllabus.

The result of need analysis can be the basis to make an outline for proposing the materials. Need analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn [1]. Creating effective learning needs an educator's role to investigate the students; need and want, therefore an educator can design learning materials based on the need investigation result and teach them in the classroom. Need analysis is the key to reach learning success [2]. Furthermore, in the context of teaching english for secific purpose requires need analysis to map kind of materials needed which are synchronize with workplace context. Considering the important of doing need analysis for an educator and its relevancy to the learning target, it initiated the researcher to do this study. The other side (Asiyah, p.139, 2018) ESP teachers/practitioners should be creative in conducting English programs for ESP Students. There are many programs that can be implemented for ESP students besides English Talent Competition,they are Video Field Trip, English Learning Day, English Community, etc.

This study is aimed to (1) analyze the secretary students' need through english material; (2) describe kinds of english material for the secretary students. There are some various focuses on need analysis adapted from Dudley-Evans and St John (1998) that there are some aspects in analyzing students' need especially to learning materials including present situation, target situation, and learning situation. The indicators of present situation are: first, student's lack covers student's english level. Second, student's want cover student's ability and skill after completing the learning. Third, personal information covers the student's reason and hope in joining the english learning, the way of students' learning implemented in the class, students' perception toward material's need, students' attitude toward english teaching and learning, and learning resource [3].

The indicators of target situation are first the goal which will be achieved, learning material which should be achieved, and the relevancy between learning material taught with the need and want. While, the indicator of learning situation is learning topic and activity presented structurully [3].

METHOD

This study is descriptive analytic, the subject of the research is the fourth semester of secretary students of Polytechnic of Pratama Mulia. Data collection is achieved from interview and questionnaire. First is doing interview with english lecturer, secretary and public administration lecturer, chief of secretary department and alumni of secretary students as stakeholder. The questions is arranged semi structured in ordert to explore kind of learning materials that are needed by secretary students and applicable in a workplace.

Second is distributing questionnaire to the secretary students of polytechnic of Pratama Mulia, it is administered from fifteen respondents . The questionnaire items are arranged based on the theoretical construct of Dudley-Evans and St John (1998) which identify in three aspects including present situation, target situation and learning situation [3].

The data are presented in percentage, then they are described qualitatively to achieve comprehensible. Data collection are validated through triangulation. Triangulation refers to linked together given theoretical and methodological purpose and considers the implications of the linking process for the theory at hand [4]. In line with it, triangulation in research methodology can encompass a number of aspects, such as using multiple sources of data and examining multiple empirical settings [5].

FINDINGS AND DISCUSSIONS

a. Interview Result

The interview result with the collaborator, he argued designing learning materials that are relevant with secretary field can produce effective learning in line with the learning objective proposed in syllabus, (interview result, march 8th 2019).

The interview results with the secretary lecturer, she mentioned that the purpose of secretary students learn english in credit is in order to have ability to communicate in english especially in workplace context, have english competence better and be more competitive, (interview result, march 8th 2019).

The interview result with the chief of the secretary department shows that the learning outcome of english subject in secretary department is the students are able to speak, read, listen and write in english intended in secretary and office administration context. According to her the english materials needed to be taught for secretary class are English telephoning, conversation (interview result, march, 8th 2019).

The learning target of english subject arranged by the secretary study program is the students are able to communicate in english especially in work context for example

greeting and serving guest, answering telephone, writing letter or message in english. Hence, it becomes consideration that secretary students of Polytechnic of Pratama Mulia puts English starts from first to fourth semester in the learning syllabus which the learning contents are integrated to the secretary field.

In line with the explanation from the chief of secretary department, the secretary lecturer mentions that the goal of learning english for secretary students is so that the students can communicate in english especially in conducting their jobs at workplace. According to secretary lecturer, there are some skills that should be taught such as english communication in hospitality, doing and answering telephone to clients, public and relation, english correspondence, public speaking, bank, company, and export import, (interview result, march 5th 2019).

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|---|
| <p>R : What are the goals of English subject for secretary students? Lec : The students can master English well, since secretary and language especially English cannot be separated, because it is one of skills that is important to be mastered, for example when students work in hospitality sector, hopefully they can serve and communicate with foreigner. Then, when they work in a company. Hopefully they can do telephoning in English to client. R : what is the hope after the students join English class? Lec : Students can be more competitive, having english competence better.</p> <p><i>Interview transcript, March 5th 2019</i></p> |
|---|

| |
|--|
| <p>R : what are kind of materials needed by secretary at workplace? Lec : they are about secretary and office administration, public and relation, correspondence, public speaking, banking, company, export and import.</p> <p><i>Interview transcript, March 5th 2019</i></p> |
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Analysing kind of English materials for teaching secretary students are suited with the learning target in the curriculum proposed by the secretary study program and the objective of English learning for secretary class. According to the chief of secretary study program the learning target of teaching English for secretary program are the students have ability to speak, read, listen and write in English which is intended to speaking and writing related to public administration and work need.

In addition, the result of interview with the chief of secretary study program explained the example of learning topics related to the learning target in the curriculum, there are some materials that can be putted in such as official trip and agenda, filling,

telephone handling, insurance, public speaking, customer service, and business communication.

Moreover, to justify the data that have been reached from interview result with the chief of secretary department and the secretary lecturer, there is also conducted interview with the alumni of secretary students as stakeholder to get deep information about what kind of skills and specific materials needed by secretary students, there are including communication in telephone, reception, preparing material presentation, writing email to client, agenda report, financial report, and writing letter.

Furthermore, to strengthen the data, the next interview is conducted with the collaborator, the result of the interview shows the appropriate materials that should be taught such as English for office and English for business including reception, telephone handling, writing email, and English correspondence.

The data results above are in line with the research analysis conducted by Albakrawi, (2013), English skills that should be taught in English for specific purpose (ESP), there should be: a. listening exercises in which trainees practice listening to one person talking, as well as other exercises in which trainees practice listening to orders and instructions and then carry them out. b. Teaching materials should include speaking exercises in which two persons have an informal conversation. Other activities in which one person addresses more than one person should also be included. c. Reading texts should include as exercises instructions, advertisements, articles, brochures, lists, tables, and notes. d. There should be writing exercises, writing lists instructions, writing notes, and applications [2].

From the data above, it shows that there are found some learning materials which are really identical and general skills that should be mastered by secretary students such doing conversation, dialogue or negotiation in English, as writing article, advertisement, speaking or presenting and reading tables, list, notes, and writing notes such agenda, document, applications, etc. The synchronous of the learning materials and the students' need is reached from the process of need analysis. Need analysis is the way to control the relevancy among learning need, learning target, learning materials, and learning outcome.

b. Questionnaire Results

Questionnaires were distributed to the secretary students to identify the students' need of English materials and strengthen the similar data achieved from interview. The items of questionnaire were adapted from the theoretical construct of Dudley-Evans and

St John (1998) that divides students' need analysis of learning materials into three aspects including present situation, target situation, dan learning situation [3].

The indicators of presents situation are first students' lack refers to students' English level, second students' want refers to students' ability and skill to complete learning. Third, personal information refers to the students' reason and hope during joining English lesson, students' perception toward specific material, learning topic related to secretary, duration of listening skill material, speaking activities which the students hope, and students' writing skill after joining writing activity in the class.

The indicators of target situation are learning objective which will be achieved, learning materials that should be reached, and relation between learning materials taught with students' want and need. In other hand, the indicators of learning situation are quality of learning materials and activities provided in detail and structurully in the textbook. The data of each aspect above are described in the following.

A. Present situation

1. The first aspect is students' lack, it refers to the students' English level. The questionnaire shows that the students' English ability in the class is basic and low intermediate, and no students who reach high intermediate and advance level. There are more than half of the students in the class on the level of basic english, while the rest one is on the level of low intermediate. The data is presented in table 4.1.

Table 1. Students' English Level

| Item | Percentage | Data | Description |
|------|------------|---------|--------------------|
| 1 | 0 | (0%) | Advanced |
| | 0 | (0%) | Upper intermediate |
| | 6 | (37,5%) | Lower intermediate |
| | 10 | (62,5%) | Basic |

2. Second aspect is students' want. It refers to the students' expectation after studying English in the campus.

The skill which is the most wanted to be learnt is speaking including dialogue and monolog, followed by writing with correct grammar, appropriate vocabulary and punctuation, then followed by reading and listening. The data is presented in table 4.2.

Table 2. Students' Expectation After Studying English

| Item | Data | Description |
|------|------------|--------------------|
| 2 | 13 (81,3%) | Monolog in English |

| | |
|------------|---|
| 15 (93,8%) | Dialog in English |
| 14 (87,5%) | Writing by using correct grammar and appropriate vocabulary, and punctuation. |
| 13 (81,3%) | Understanding content of reading text |
| 13 (81,3%) | Listening and understanding conversation. |

It is in line with the research result conducted by Bansa and Salien (2019), the research mentions that they considered speaking was the most important skill which did not concur with the units in the *SKKNI* for company service sector for office administration (2007) that includes oral communication, reading, and writing [6].

3. Third aspect is personal information. It refers to the students' reasons and expectations in joining english class.

All of the students in the class regard communication ability have to be mastered, that means speaking skill and more half of them emphasize on writing skill and 2% emphasizes on others. The data is presented in table 4.3.

Table 3. Students' Reasons and Expectations in Joining English Class

| Item | Data | Description |
|------|------------|-------------------------|
| 3 | 16 (100%) | Communicate in English |
| | 11 (68,8%) | Writing text in English |
| | 2 (12,5%) | Others |

Duration of listening material that the students regard.

56,3% students answer the choice item '1,5 to 2,5 minutes and 31, 3% students answer the choice item '2,5 – 3,5 minutes, then followed 6,3% students choose the choice 'less than 1,5 minutes and more than 3,5 minutes. This choice is accordance with their listening ability. The data is presented in table 4.4.

Table 4. Duration of listening material that the students regard

| Item | Data | Description |
|------|--------------|-----------------------|
| 9 | A: 1 (6,3%) | Less than 1,5 minutes |
| | B: 9 (56,3%) | 1,5-2,5 minutes |
| | C: 5 (31,3%) | 2,5-3,5 minutes |
| | D: 1 (6,3%) | More than 3,5 minutes |

Kind of materials that are expected by the students to be learnt.

The data of english materials which are expected by the secretary students are presented in table 4.5.

Table 5. Kind of materials that are expected by the students

| Indicator | Item | Percentage | Description |
|---------------------------------------|------|------------|-------------|
| The skills achieved after learning or | 15 | A:8 (50%) | Memo |

| | | |
|------------------------------|------------|----------------------------------|
| conducting writing activity. | B:9 (56%) | Email |
| | C:12 (75%) | Letter |
| | D:10 (63%) | Official travel of agenda report |
| | E:10 (63%) | Curriculum vitae |
| | F:11 (69%) | Application letter |

According to the questionnaire data above, it shows there are some materials that should be mastered by secretary students since those are applicable and basically become job description in workplace such as writing letter, arranging agenda and official work trip, writing application letter, email and memo.

The data achieved from questionnaire and the interview with the secretary lecturer shows the similar information related the topic materials that should be taught to secretary students. The result of the secretary lecturer interview explains about some materials needed by secretary students at workplace in the future, those are public administration, public relation, correspondence, public speaking, banking, company and export import, (*transcript of interview, march, 5th 2019*).

Students' need toward learning module

The data of the need of the secretary students toward learning module is presented in table 4.6.

Table 6. Students' need toward learning module

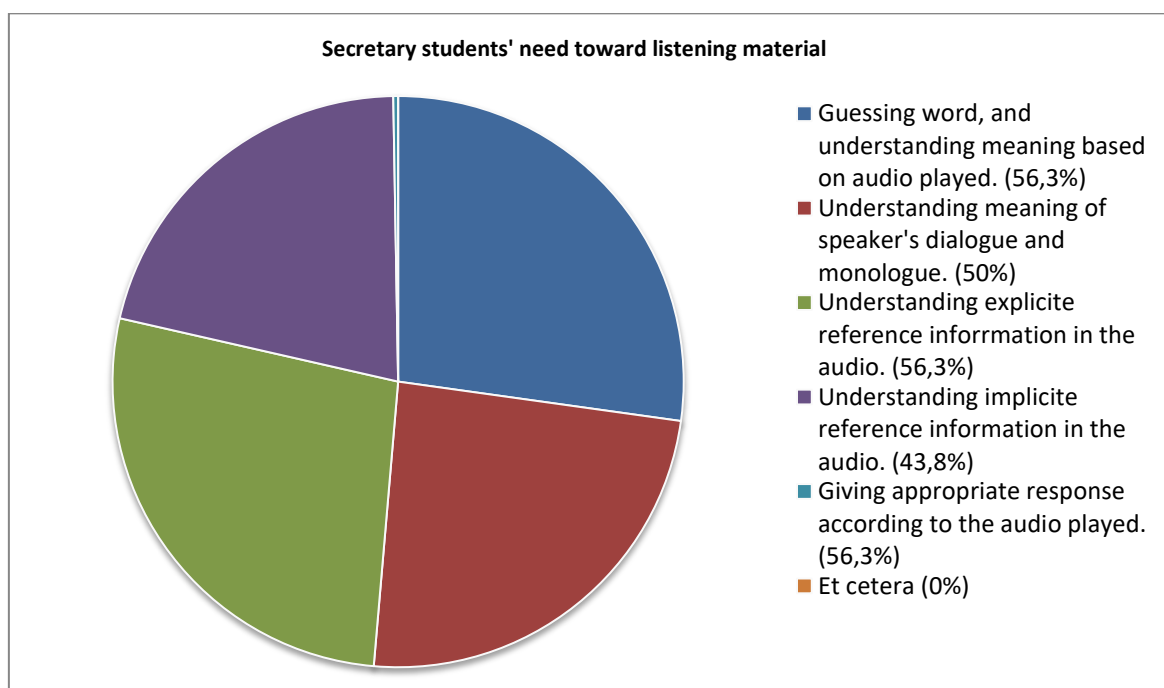
| Indicator | Item | Percentage | Description |
|--------------------|------|------------|---|
| Source of learning | 17 | A:6 (38%) | Learning module (<i>Buku Pegangan Kuliah</i>) and lecture's explanation Learning module (<i>Buku Pegangan Kuliah</i>), lecture's explanation, and other references. |
| | | B:10 (63%) | |
| | | C:0 (0%) | |
| | | Others | |

According to the analysis result on the present situation aspects, first is students' lack, it shows that the english level of most of the secretary students of fourth semester are still in basic level. It is indicated from the result of questionnaire, 62%, more than half of the students responded the statement '*kesulitan berkomunikasi dalam bahasa inggris pada berbagai topic percakapan, memiliki kosakata yang sedikit sehingga kesulitan untuk menerapkannya dalam komunikasi, menulis teks berbahasa inggris dengan banyak kesalahan tata bahasa dan penggunaan kosakata yang kurang sesuai dengan konteks*' ('*having difficulty to communicate in english for various topic of conversation, having limited vocabularies*'), those facts take effect on their difficulty to implement English in

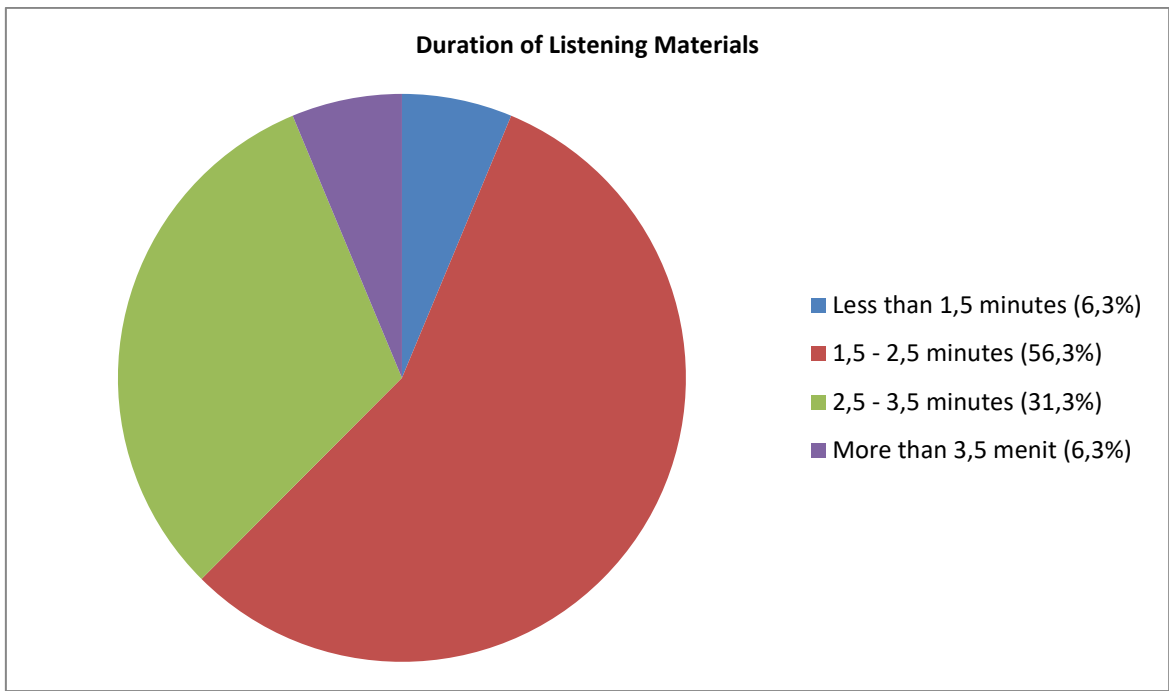
real communication, writing English text with many grammar errors and inappropriate vocabularies based on the context.

While the students' perception toward learning material's need, there are 87,5% students argue that '*....sangat memerlukan materi kosakata yang berhubungan dengan jurusan sekretari*' (they need learning vocaburies related to secretary field. 81,3% students responded the statement '*.... memerlukan penyajian topic materi yang berkaitan dengan dunia sekretari dan administrasi perkantoran dalam BPK (buku pegangan kuliah)*', it means more than half of the students need topic materials related to secretary and public administration in the learning module.

The secretary students' need toward the four English skills belongs to high, including listening, speaking, reading and writing. Regarding the result of questionnaire, there are mentioned the specific abilities that should be mastered by the secretary students for each skill. In listening lesson, 56,3% sudents responded the statement '*....memahami makna dan informasi rinci yang tersurat dalam audio yang didengar*', it means that more than half of the students expect to have ability for guessing words and understanding meaning, specific information, and giving appropriate response based on the audio played.



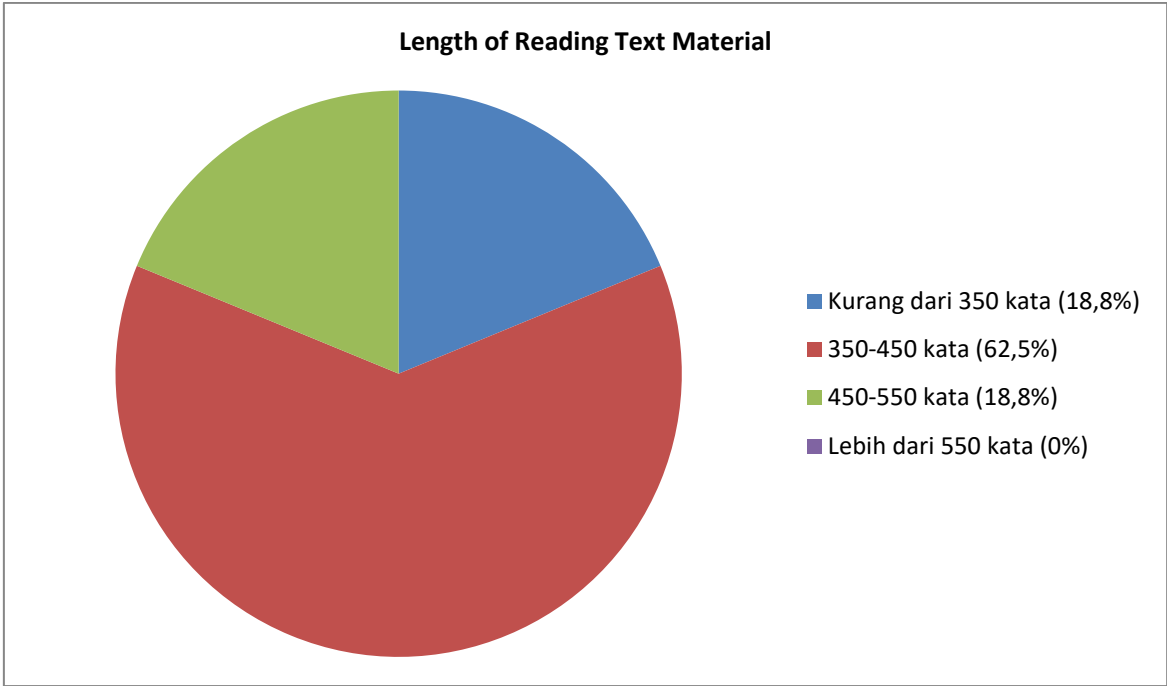
While the duration of the audio or video for listening materials that the secretary students' need are presented in the following diagram.



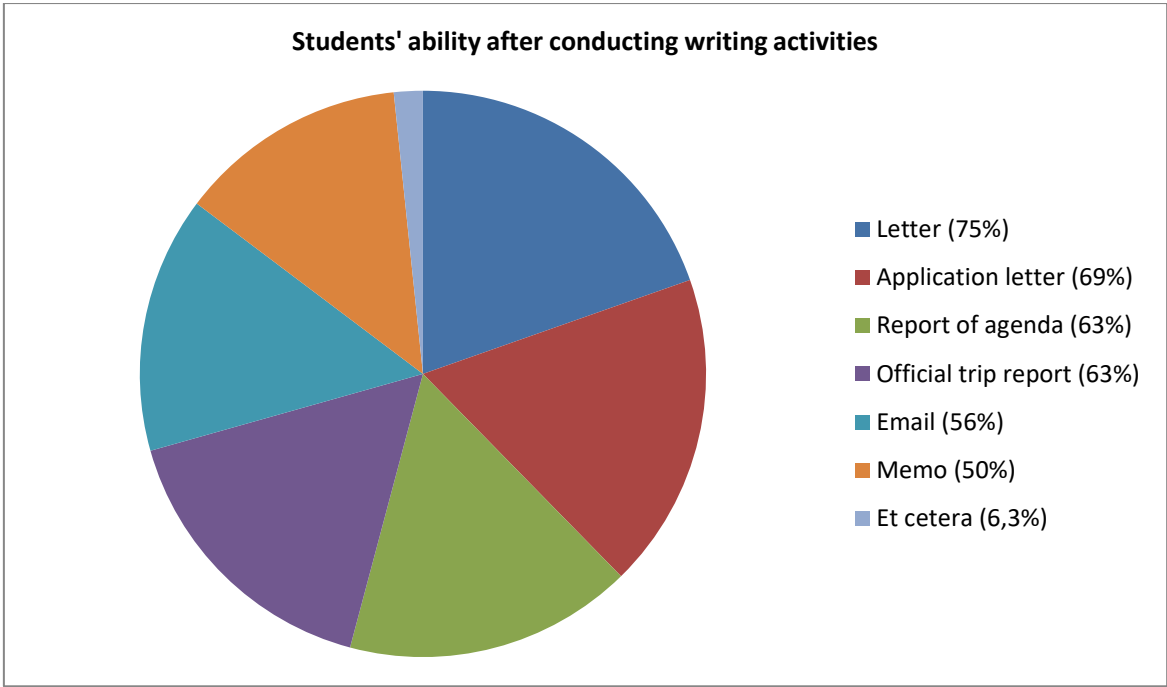
Then, 62,5% of students in the class respond option B and C of the questionnaire, there are mentioned kind of speaking activities that the students' want are role play, followed by conversation, monolog, dialog, speech and the last is presentation.

In reading lesson, 68,8 % students responded '*menginginkan mampu menunjukkan gagasan utama suatu teks*', that means more than half them expect to have ability for mentioning the purpose of the text, and text reference. In other case, related to learning model, most of the students 62,5% tend to prefer learning in group.

In addition, the lengths of the reading text material wanted by the secretary students are presented in the following diagram.



In writing activity, the students expect that they are able to use correct grammar, vocabularies and punctuation in their writing. The students' intention joining English class are 75%, they want to have ability in writing letter in english, curriculum vitae, work journey and agenda, and application letter in english, writing email, and memo in english. To make clearer, the following is presented the diagram of abilities that the secretary students achieved after conducting writing activities.



B. Target Situation

Target of Learning English

The data of the secretary students' target to learning english are presented in table 4.7.

Table 7 Target of learning English of Secretary Students

| Aspect | Indicator | Item | Percentage | Description |
|------------------|--------------------------------------|------|-------------|--|
| Target situation | The objective which will be achieved | 19 | A: 10 (63%) | Doing communication in English in the context of daily life. |
| | | | B:11 (69%) | Doing communication in English in the context of workplace. |
| | | | C:10 (63%) | Having better English ability so it can be implemented in workplace. |
| | | | D. 9 (56%) | English ability improves so they can work in Multinational company. |

The target of english learning for secretary students are doing english communication in workplace context, having better english skill to apply it in workplace area, having English skill as requirement to find job, having better English skill to find a job in multinational company, and doing communication in daily life.

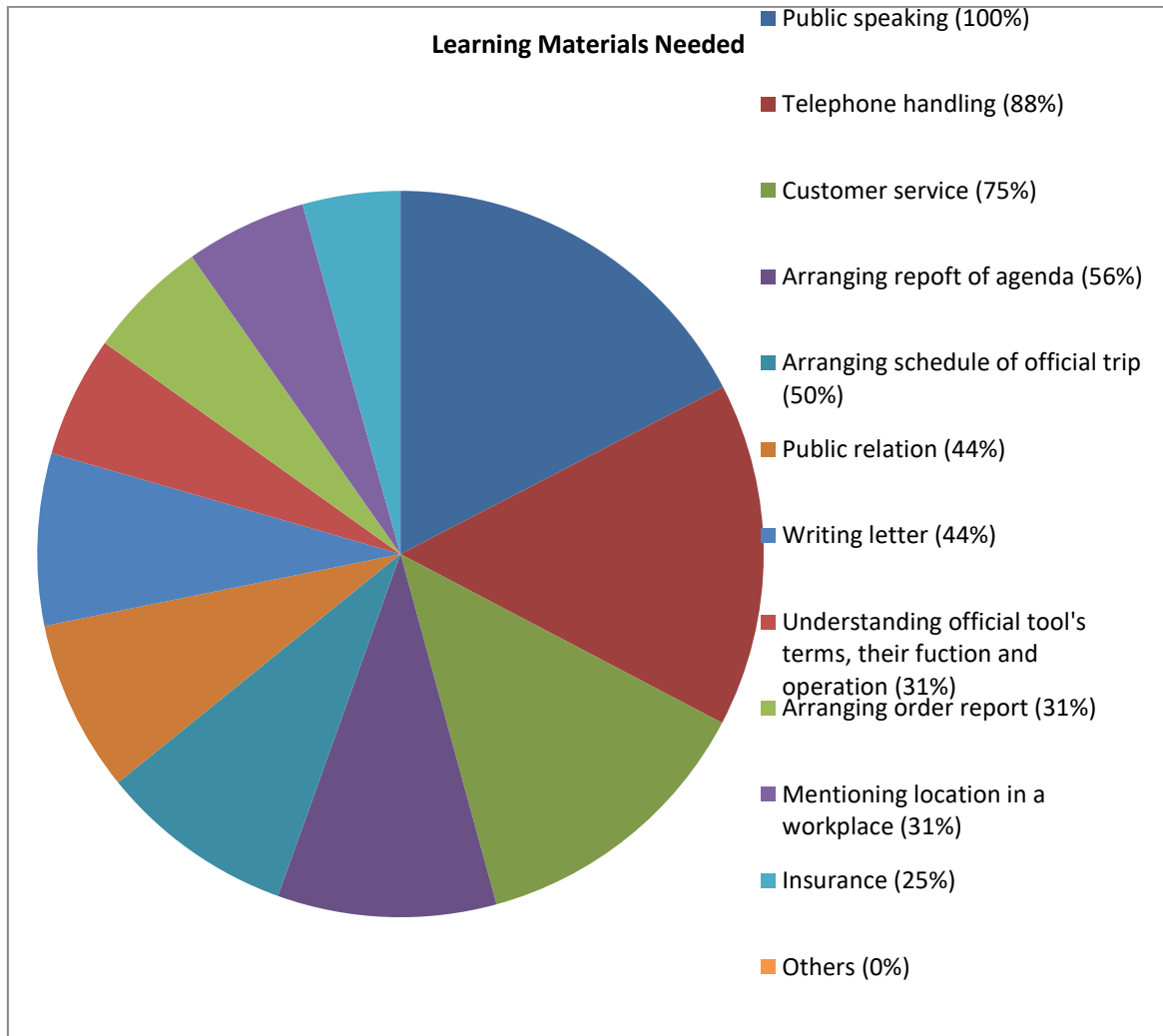
Learning materials

The data of kinds of learning materials needed by secretary students are presented in the following table.

Table 8 Learning materials needed by secretary students

| Aspect | Indicator | Item | Percentage | Description |
|--------------------|------------------------------------|------|-------------|--|
| Learning materials | Materials that should be achieved. | 20 | | Telephone handling |
| | | | A: 14 (88%) | Making report of a chief's activities. Arranging schedule of official travelling report. |
| | | | B:9 (56%) | |
| | | | C:8 (50%) | Public and relation |
| | | | D: 7 (44%) | |
| | | | E:16 (100%) | Public speaking |
| | | | F:8 (50%) | Business communication |
| | | | G:12 (75%) | Customer service |
| | | | H:4 (25%) | Insurance |
| | | | I:5 (31%) | Understanding office equipments and tools' name, function, and their operation. |
| | | | J:5 (31%) | |

K:5 (31%) Mentioning location of someone /
 L:7 (44%) things in workplace.
 M:0 (0%) Writing letter
 Others



Kinds of topic materials that the students expect including telephone handling, arranging chief agenda, arranging work journey, public and relation, public speaking, business communication, customer service, insurance, understanding of vocabularies of tools in workplace and their function, arranging order report, mentioning location especially in a workplace, and the last is writing letter.

It is in line with the research result conducted by Bansa and Salien (2019), there mentions that English is the most important and supporting item in secretary profession, in fact they mentioned had given material related to secretarial profession in class however they never obtained material about writing and reading basic reports, email, fax, letters and

making diagram. Secretary is a profession who face report, letter and email every day. The competencies about writing and reading should be having by them, beside every kind of job routine or not routine. Communicating English via telephone is required abilities of secretary, its skill which is needed to make relation or serving guest by communication [6].

C. Learning Situation

The data of the learning material quality in the textbook, topic material and learning activities provided in detailes and structured in the textbook (*buku pegangan kuliah*) is presented in the following table.

Table 9 Quality of learning materials, topic material and learning activities in the textbook.

| Aspect | Indicator | Item | Pcentage | Data |
|--------------------|---|------|------------|------|
| Learning situation | Learning materials' quality in the textbook, topic materials and learning activities provided in detailed and structured in the textbook. | 22 | 3 (18,8%) | Yes |
| | | | 13 (81,3%) | No |

The data in the table above above show that most of the students in the class, 81,3%, need learning topic and activities to improve their skills of secretary and public administration that are structurally presented in the work field. The data shows that secretary students of polytechnic of Pratama Mulia need english learning module which is provided learning topic and materials connected with their field.

CONCLUSIONS

Need analysis is one of the teaching and learning components which is important to support learning success. It investigates to relate between what kinds of learning materials that the students need and the learning outcome. Designing english learning materials should be suited with the students' field such secretary students. Secretary students should achieve materials that are applicable and beneficial at workplace in the future. There are some learning topics that are appropriate for secretary students according to the result of analysis on this paper including public speaking, telephone handling, customer service, report of agenda, schedule of official trip, public relation, writing letter, email and memo, official tools, their function and operation, order report, mentioning location in workplace, insurance, and public speaking can be in form of presentation, and business English conversation.

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