

# ABS 2

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**A NEED ANALYSIS ON THE INSTRUCTIONAL MATERIAL DEVELOPMENT OF  
SPEAKING SKILLS FOR SECRETARIAL STUDENTS**

<sup>1</sup>  
**Didik Hariyadi Raharjo**

Akademi Sekretari Budi Luhur, Jakarta, Indonesia

Corresponding Author:

[didik.hariyadiraharjo@budiluhur.ac.id](mailto:didik.hariyadiraharjo@budiluhur.ac.id)

HP: +6281288111430

**ABSTRACT**

A professional secretary should be proficient in communicating in English, especially in productive skills such as speaking and writing to complete all his duties. This research was aimed to determine the needs of the secretarial students in speaking skills to meet the need for professional secretaries in today's business and industrial world. This qualitative research was conducted from March to August 2020 and involved 30 secretarial students and 5 professional secretary from Jakarta. The research's data was the students' needs that could be divided into target needs (necessities, lacks, wants) and learning needs based on Hutchinson and Waters's theory. The data was collected through observation, interviews, and questionnaires. The result of this research indicated that the students should master the speaking skill that was needed to complete the secretarial tasks such as: handling telephone calls, facing a job interview, describing a product, making an appointment, making a hotel reservation, making a press release, running a business meeting, making a presentation, winning a negotiation and many more. But, the students encountered various obstacles in speaking such as limited vocabulary and incorrect grammar. Furthermore, in learning to speak, the students wanted to get a lot of interesting interactive materials that were wrapped in dialogues or monologues activities.

**Keywords: Need Analysis, Necessities, Lacks, Wants.**

## Introduction

The role of the secretary is very important for the company. The secretary acts as an assistant to the leadership and plays a very important role in almost all large multinational scale companies (Stevens, 1993). Hartiti, Hendarto and Tulusharyono (2008) define a secretary as someone who is entrusted with holding secrets. In this definition, a secretary is described as an employee who is trusted by the leadership to know important things for the company that are not known by other employees. These important things can be in the form of confidential company documents and so on. Meanwhile, Yatimah (2009) defines a secretary as someone who can be trusted to help smooth work, carry out administrative activities that support managerial activities or company operational activities. Therefore, the need for foreign languages for secretaries is a must and urgent thing in this era of globalization. Almost all companies today are looking for a professional administrative staff who is fluent in English.

However, the English language skills of students at the Secretarial Academy of Budi Luhur do not yet meet the requirements to become a professional secretary. For this reason, a needs analysis (NA) is needed to be able to provide information that can be used as a basis for developing teaching materials, especially for speaking skills.

Serafini, Lake, & Long (2015) believe that NA includes the identification of the level to be achieved, the language to be learned, the communication situation for language use and the learning skills needed in the target situation as well as an analysis of their current development and the gaps in skills that must be bridged. Meanwhile, Ali & Saleh, (2013) believe that NA allows practitioners and material writers to know about the real needs of their learners. Furthermore, NA is a starting point that aims to find out the views of all stakeholders in the process of curriculum development, learning, syllabus design, and

effectiveness based on evaluation and efficiency of learning based on needs (Chostelidou, 2010).

Furthermore, Hutchinson & Waters (1991) divides needs into 2, namely target needs and learning needs. Target needs are what learners need to do in the target situation which will be used to determine learning needs. Furthermore, Hutchinson and Waters (1991) target needs can be divided into: necessities; lacks; and wants. The necessities are what learners need to know to use English effectively in certain target situations. Necessities analysis is a description of the needs determined by the demand from the world of work. In this research, the researcher collaborated secretarial competencies in speaking skills as stated in the description of secretarial duties consisting of routine tasks, incidental tasks and creative tasks; the field of secretarial skills and English skills listed in the Indonesian National Work Competency Standards (SKKNI). SKKNI is a formulation of work capability that includes aspects of knowledge, skills, and / or expertise as well as work attitudes relevant to the implementation of assigned duties and job requirements. The SKKNI was developed in consultation with relevant industries, to ensure suitability needs in the workplace.

### **Lacks**

Lacks is an analysis of the distance (gap) between the learners' English language skills and the skills needed by learners in the world of work (Hutchinson & Waters, 1991). This provides information about what the learner already knows in a particular target situation. In this study, the researcher explored information about the students' difficulties in learning speaking which included: lack of vocabulary; lack of expression; lack of grammar; lack of improving theme; lack of improving dialogue; lack of choosing diction and others.

### **Wants**

Wants is a view of the needs, wants and what learners feel. In this research, the researcher looked for the information about what kind of speaking learning that students

want. Information about target needs can be recorded by referring to the theory proposed by Nunan (2004) in the dimension of: topic; input; procedure; task and setting.

## 5 Materials and Methods

This research was conducted in Jakarta and involved 5 professional secretaries and 20 students of the Secretarial Academy of Budi Luhur Jakarta. All of the research samples were randomly assigned to represent the population of secretaries in Jakarta and students of the Secretarial Academy of Budi Luhur Jakarta. This research approach is qualitative and quantitative or mix methods. The data in this study were collected through questionnaires, interviews and observations. The questionnaire was given to secretaries to find out the speaking competencies needed by the secretaries to complete secretarial tasks. The questionnaire was also given to students to find out their lacks and wants in learning speaking in a secretarial context. All data obtained through questionnaires are triangulated to all research respondents. In addition, researchers also made observations on SKKNI documents for the secretarial profession at the administrative assistant level.

The speaking competencies that must be mastered by the secretary in accordance with the SKKNI and secretarial task concepts are as follows:

*Table 1: Speaking Competencies*

No.	Speaking Competencies
1	Job interview
2	Presentation
3	Making invitation
4	Handling a business trip (booking a hotel room)
5	Press Release
6	Handling telephone calls

7	Handling a business meeting
8	Conduct oral communication at the top operational level
9	Conduct oral communication with colleagues / customers
10	Etc.

## Result and Discussion

### Result

In the necessities analysis, the study provides a questionnaire which contains the competencies that must be mastered by the secretary in completing various tasks using speaking skills. The results of the competencies chosen by the secretaries <sup>1</sup> can be seen in the table below:

*Table 2: Necessities*

No.		(%)	
1	Necessities	Job interview	100
		Presentation	100
		Making invitation	80
		Handling a business trip (hotel reservation)	100
		Press release	80
		Handling telephone calls	100
		Handling a business meeting	100
		Conduct oral Communication at the top operational level	80
		Conduct oral communication with colleagues / customers	80

Furthermore, the researcher gave a questionnaire about the students' lack to find out their difficulties in speaking activities. The results of the questionnaire can be seen in the following table:

*Table 2: Lack*

No.	Question	Answer	(%)
1	Difficulty in speaking	a. Lack of vocabulary	50
		b. Lack of expression	5
		c. Lack of grammar	30
		d. Lack of improving theme	
		e. Lack of improving dialogue	15
		f. Lack of choosing diction	

g. Others

Then, the researcher gave several questions through a questionnaire to the students to find out the speaking learning that the students wanted. The following are the results of the answers to the questionnaire:

*Table 3: Wants*

No.	Question	Answer	(%)
2	Speaking Topic	a. Daily life	
		b. Secretarial task	100
		c. Update news	
		d. Others	
3	Speaking Input	a. Monologue	20
		b. Dialogue	50
		c. Video	10
		d. Picture	20
		e. Authentic text	
		f. Film	
		g. Others	
4	Speaking Activity	a. Role play	80
		b. Game	
		c. Problem solving	20
		d. Discussion	
		e. Others	
5	Speaking Task	a. Individual	
		b. Group	
		c. Both of individual and group	100
		d. Others	
6	Setting	a. Classroom	40
		b. Language laboratory	50
		c. Library	10
		d. Online	
		e. Others	

## Discussion

### Necessities

As it was known that a secretary had to master various speaking competencies in completing his/her tasks. These competencies were contained in the SKKNI which was specifically for the secretarial profession. In this research, the researcher used the level of administrative assistant to determine the competencies that had to be achieved by students. To determine the competencies that

were very important and had high intensity in secretarial duties, the researcher provided a questionnaire to professional secretaries to determine these competencies. Based on the questionnaire given, the secretaries chose 9 competencies, including: job interview; presentation; making invitation; handling a business trip (hotel reservation); press release; handling telephone calls; handling a business meeting; conduct oral communication at the top operational level and conduct oral communication with colleagues / customers. The findings above are <sup>1</sup> in line with the results of research conducted by Bansa & Salien (2019) which states that competency elements that must be mastered by secretaries are communicating verbally with guests and colleagues about basic daily activities at work and communicating by telephone.

Job interviews were chosen by all secretaries involved in this research. Based on the interviews, the secretaries thought that interview was the most important thing before a secretary starts working in an office or a company. A candidate should prepare himself/herself well, so that she/he can pass the interview easily. In fact the interview questions were always standard questions so the candidate can prepare the answers well. Presentations are also chosen by all secretaries. Based on the interview with the secretaries, the researcher can take a conclusion that sometimes superiors assigned tasks to the secretary to represent the company to make presentations. These tasks could be classified as instructional tasks. The presentation assignment could be about a product or a business plan. Pavlikova (2019) stated that presentations are useful for developing student speaking skills. <sup>3</sup> Students can not only develop fluency and accuracy in the target language, but also increase self-confidence, increase the overall complexity of speech and give students the possibility to acquire language from a variety of new sources of information.

Making invitation was chosen by 80% of secretary that were involved in this research. They believed that a secretary had to make an appointment with a client or colleague to discuss a about an important thing such as a project. Due to the busy schedule, a secretary

had to make an appointment with the client. The invitation could be delivered through an e-mail or by telephone. The invitation was the first step in the success of a job. The secretaries believed that the competence in handling a business trip (hotel reservation) was very important. Therefore all secretaries chose this competency. In this case, the secretary state that sometimes a secretary had to carry out tasks outside of the city or abroad. For this reason, a secretary had to prepare all of his/her needs during a business trip. Booking a hotel was the most important thing before doing a business trip. In booking a hotel the secretary had to know the type of hotel and facilities that meet their needs. This skill was also needed by a secretary in preparing for his superior's official trip.

The next competency that was chosen by the secretary was making a press release. This competency is chosen by 80% of secretaries. A secretary has to be able to play a role as public relations for the company. One of the tasks of a Public Relation is making a press release to provide information about important thing about the company. Handling the telephone is a very important competence for a secretary. Therefore all secretaries choose this competency. The secretaries believed that handling the telephone was one of the routine tasks of a secretary. In this case, a secretary had to do her best because the image of a company could be reflected in the telephone services provided.

Based on the interview with the secretaries, the lecturer could conclude that one of the duties of a secretary was preparing a meeting. The secretary had to ensure a meeting run well. However, at certain times a secretary could be given a task to run a meeting. For that reason, a secretary should know how to open a meeting, run out all meeting agendas and close that meeting. Therefore all of secretaries chose this competency.

Conduct oral Communication at the top operational level was also important competence. In this case, 80% secretary chose this competence. Handling communication at this level requires various tricks and the ability to select the right diction, for example when a

secretary handles customer complaints. Conduct oral communication with colleagues / customers was chosen by 80 % secretaries. The communication skills of a secretary with colleagues are very important. This relates to jobs that must be completed in a team. Meanwhile, the ability to communicate with customers is vital for a secretary. The ability to communicate is a mirror for the company, for that a secretary must be able to maintain ethics in communicating with customers.

In the topic dimension, all students want to get secretarial topics in speaking learning. The students thought that these topics would be very helpful for mastering secretarial tasks that would be faced when students worked.

Meanwhile on the questions about **input**, 20 % of students chose monologue. Monologues can motivate students to try to understand the contents of the spoken text. Pavlikova (2019) stated that monologue is very useful for developing accuracy in speaking. Monologue also enhances fluency, which is an important aspect of speaking skills. Dialogue gets the highest percentage in question items on this dimension, which is 50%. Dialogue in speaking learning can provide real examples of conversations in secretarial contexts. Then, the video was chosen by 10 students because it was considered that video was considered to attract students' interest in learning. The same finding was conveyed by Albahlal (2019) who said that teachers have a positive attitude towards using YouTube in developing students' speaking skills. Silviyanti (2014) supports the findings of this study that YouTube videos are a good resource for teaching speaking. The last one, the picture was chosen by 20% of the students. Based on the interviews conducted, it can be concluded that students get additional explanations and illustrations in the explanations given through pictures. Karsono (2014) stated that the students' speaking ability had improved after using picture. Using of pictures could enhance the students' speaking ability. Mostly, the students could improve their fluency, content, pronunciation, and grammar.

Meanwhile, in **speaking activity**, 80% of students chose role playing. They think that role playing is a very fun activity. Role play also provides an overview of the secretarial work context that they will face in the world of work. Altun (2015) Role-playing activities allow students to develop self-confidence and as a result they will have a better chance to use their speaking skills. Students are motivated to use language effectively through role playing activities. Meanwhile 20% chose problem solving, these students stated that problem solving can train creativity in solving problems in the context of secretarial jobs. Meanwhile, Oradee (2012) found that students' speaking skill improved significantly after using three communicative activities, one of them was problem-solving than before they used it. (Pre-test = 60.80; Post-test = 85.63).

Meanwhile in the **task dimension**, all students choose individual assignments and group assignments. Based on the interviews that have been conducted, the students stated that the two tasks would train them to work alone or work in a team in the context of secretarial work. In this case, Abdullah (2016) found that group work in speaking learning proved to be very effective in improving students' speaking skills. This has also proven to be effective in improving teacher performance in teaching speaking. <sup>17</sup> Based on the results of the pre-test carried out, the highest score obtained by students was 80 and the lowest was 60. Meanwhile, <sup>10</sup> the post-test score carried out after the third cycle showed that the highest score was 95 and the lowest score was 70. This means that students can improve their speaking skills significantly through group assignments.

In the **setting** dimension, 40% of students choose to learn speaking in class. The reason is to meet the lecturers directly, so that if they encounter difficulties in learning, they can be resolved directly. Meanwhile, 50% of students choose the language laboratory. The students believed that the language laboratory would provide more motivation for learning

than a class. Furthermore, the library was chosen by 10% of students on the grounds that it was easier for students to find the necessary references.

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### **Conclusion**

Based on the above discussion, it can be concluded that in order to become professional secretaries, students must master several speaking competencies including: Job interview; Presentation; Making invitation; Handling a business trip (hotel reservation); Press release; Handling telephone calls; Handling a business meeting; Conduct oral Communication at the top operational level and Conduct oral communication with colleagues / customers.

### **Acknowledgement**

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