



**A Need Analysis of ESP for Office Administration Program At SMK Negeri 2
Purworejo in the Academic Year of 2018/2019**

Putri Yuni Mentari

English Language Education, Teacher Training and Education Faculty,

Purworejo Muhammadiyah University

Putriyunimentari@gmail.com

Abstract

The objectives of the study are to describe the textbooks used by English teachers at present and its quality for Office Administration program; to explain to what extent do the teachers and the students' need of ESP-Content based English materials in their English textbook and to describe English skills and the material of ESP for Office Administration students. There were two sets of the questionnaire used. The first was a questionnaire for the teacher, and the second was a questionnaire for students. The steps for analyzing the data were (1) Selecting the data from the result of the questionnaire (2) Identifying the data about student's need in the ESP material and the English textbook (3) Classifying the data from the teacher and student's answer (4) Calculating percentage of answers in the questionnaire (5) Making conclusion. The result of the study shows that the teacher used two English textbooks in teaching English. The English textbooks have excellent quality, in terms of the learners' activities, the picture, and illustration. However, the material in the textbook was not appropriate with the student need in the Office Administration Program. The students and the teacher need an English textbook that contains the ESP. The English textbook should contain the items based on the student's needs and the English skill needed by the students in the Office Administration Program.

Keywords: English textbook, ESP, need analysis, office administration program.

Introduction

English is an international language used everywhere. English as the language of business, science, and academia is so widespread. English is now an Asian Language. English became a necessity in the millennial era. In the world of education, the use of English is needed. At the Vocational School level, English has an important role to play in preparing for future work. The English language used in the secondary school curriculum has little difference between high school (SMA) and vocational high school (SMK). As mentioned in Ministry of Education and Culture Regulation (2014, No. 60) the English that should be mastered by SMK students is related not only to their daily communication but also to their future professions and jobs.

As English continues to dominate as the lingua franca of business, media, technology, medicine, education, and research, the demand for ESP is growing rapidly, particularly EFL countries where English is mainly used for instrumental purposes. The design of the syllabus used for Vocational Schools should use the ESP syllabus design. The syllabus used in ESP learning is usually used based on an analysis of the student's needs. Need analysis is a turnaround of curriculum development. The results of the needs analysis will be very useful to help evaluate whether the programs that have already been implemented are good or not. The part of ESP has been successful interest in the study of English as a foreign language. The term of English for Specific Purposes (ESP) has gained interest in the study of English as a foreign language. The study of ESP covers English for medical (specified English for medical students), English for business (specified English for business students), English for management (specified English for management students), English for tourism (specified English for tourism students), English for engineering (specified English for engineering students), and so on.

The ESP syllabus design on office administration department materials is expected that the material provided will be in accordance with the needs of office administration majors. So, the students will be better prepared to face the world of work in the company. So, the learning results obtained will be in accordance with the abilities of students majoring in offices. The identification of the research are the phenomenon of English material in vocational schools that is still similar to SMA, The need for vocational students to deal with the world of work, The difficulty of the teacher in choosing material that fits with the needs of the students, The problem in choosing textbooks for use in learning. Then the objectives of the study are the textbooks used by English teachers at present and its quality for Office Administration program; to explain to what extent do the teachers and the students need of ESP-Content based English materials in their English textbook and to describe English skills and the material of ESP for Office Administration students.

English for Specific Purposes (ESP)

English for Specific Purposes is the practice and theory of learning and teaching English for specific uses in given fields such as science, nursing, tourism, etc. On the other hand, English for specific purposes (ESP) also can find in the business and

management field. According to Robinson (1991), as cited in Musdalifah (2017, p. 88), mention that the ESP is to learn in the specific discipline or as a school subject.

ESP as English language teaching that is designed to meet the specified needs of a learner. It can use for English teaching in business and management programs, so we could know the specific material for the student to face future work. Based on theory above, the researcher can conclude that English Specific Purposes (ESP) is approached in English learning used by the teacher in teaching activity to improve the student's ability in particular subject or professional scope. English for Specific Purposes is not a product in teaching English, but it is the particular type in material teaching English.

Need Analysis

Need analysis is the main factor in analyzing the student need in teaching English. It can use to know the material which same with the student need especially ESP-content in SMK. It is of crucial importance to design a focused course that caters to the needs of different shareholders, including learners, language teaching institutions, and employers.

Needs analysis is an essential step in foreign language curriculum design. Nunan (1990) argues that needs analysis is a starting point of the design of a syllabus or a curriculum. Needs analysis is the activities of the information gathering process Brown (1995), as cited Juan (2014). The information will be considered by the course designers to develop a curriculum that caters to the needs of a definite group of learners. Needs analysis is considered to be an integral and indispensable part of systematic curriculum design. Basturkmen (2006) suggested needs analysis as a method to compose the material which meets the target need. It is the most modern and suitable methodology for ESP.

In the student's need analysis, there are two types of information that can be obtained, namely: objective and subjective information. Objective information is factual information that does not pay attention to the attitudes of the students, such as age, nationality, daily language, etc, while subjective information reflects the priorities and perceptions of students. This includes information on why the student wants to learn another language (i.e. English), and assignments in class, as well as the preferred student activities. In other words, the subjective information reflects the priorities and perceptions of students about what to teach and how to teach.

According to Nunan (2001), the information is often reflecting the perceptions of student learning styles. Chambers (1980) in Basturkmen (2010,p.17) states that needs analysis should be concerned with the establishment of communicative needs resulting from an analysis of the communication in the target situation.

Hutchinson and Waters (1987,p.54) define needs as the ability to comprehend and to produce linguistic features into two categories: target needs and learning needs. The target needs are what knowledge and abilities the learner will require to be able to perform appropriately in the target situation. The analysis of the target needs is divided into three points, which are necessities, lacks, and wants.

- a. *Necessities* are defined as the type of needs determined by the demands of the target situation.
- b. *Lacks* is the gap between what the learners know already and what the learners do not know.
- c. *Wants* is what the learners expect about language area that they want to master.

Based on theories, the researcher can conclude, need analysis is the main factor to know the student need in the teaching English. Need analysis has a relation with ESP. Need analysis also can use to develop the curriculum of ESP design. So it can help the teacher to make a material which appropriates for the student's need.

Curriculum and Syllabus Design

According to Richards and Renandya (2002) as incited Poorhadi (2017) state the process of curriculum development and syllabus design in language teaching usually involves assessing the needs of learners in a language program, developing goals and objectives, planning a syllabus, selecting teaching approaches and materials, and deciding on assessment procedures and criteria.

Yalden, as cited in Dewi (2015), maintains that a syllabus is seen as an instrument by which teachers with the help of the syllabus design can achieve a degree of suitability between the needs and aims of the students and the activities that will be done in the classroom. Based on the theories above it can be concluded that syllabus is the design before the teacher teaching in the class. Syllabus should be made based on the curriculum.

English in Vocational High School

English is a compulsory subject for Vocational High School in Curriculum 2013. As mentioned in the Ministry of Education and Culture Regulation (2014 No. 60) the English that should be mastered by SMK students is related not only to their daily communication but also to their future professions and jobs. The students also will take a national examination where English is tested.

The English material in Vocational High School has differences with English in Senior High School. Based on some theories the researcher can conclude that the English in Vocational High School is different from English in Senior High School. The English Vocational High School should contain the English material which the material appropriate with the future work, then in the English Senior High School should contain the English material which the material can support to the next level of academics. In the vocational high school the material in English teaching should use the ESP because it is appropriate with the student's need. The curriculum and syllabus in English for Vocational High School should be oriented with the field of work to the student.

Office Administration Program

One of the areas of expertise in Vocational High School in Business Management is the Office Administration skill program. The curriculum 2013 on the competence of Office Administration skills there are archival subjects. One of the productive subjects is archival, both archives manually or electronically. There is one of the core competencies of applying electronic records management. Where students are expected to manage electronic archives. The technical skills are mandatory for students of Vocational School Administration. It is expected that when students enter the workplace environment, students can apply the technical skills of managing electronic archives.

The Office Administration Program is oriented to produce the student to get knowledge about management and business. The knowledge and skill which student needs, such as public speaking skills, good language, writing a letter, decide with the international colleague, and so on. So, the material also should related to management and business knowledge.

Related previous studies first “*Student’s needs Analysis in the Context of Vocational High School English Textbook*” conducted by Sri Supiah Cahyati, Rahmijati, S., Siska Rizkiani (2014) aimed at identify some factual information about the needs of vocational students in learning English, especially in the English-language skills (Listening, Speaking, Reading, and Writing) and some of language components in English (Grammar & Vocabulary), and to analyze the appropriacy between the content of English textbooks with the vocational students’ needs. The results showed that the needs of students towards learning English are to meet the academic professions and the future needs of the students, which involved the skills of the language and some of the language components. Whereas in the case of appropriacy between the content of the English textbooks and the vocational students’ needs, it was found that the English textbooks were more focused on describing the English language competences in general and not specifically focused on the Department of TKJ itself.

The second study was conducted by Ronaldo (2016) entitled “*Teaching Material For English Subject In Vocational High School.*” It aimed to evaluate the teaching material of English subjects at Vocational High School by referring to ESP approach because, theoretically, teaching English in Vocational High School should relate and support the specific skill which is studied by its students. The data show that most of content and context of teaching material are still too general for Vocational High School students. It can be concluded that the implementation of ESP in Vocational High School could not run well yet.

The third was Chostelidoua’s study (2010) entitled “*A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students’ needs.*” This study described the initial phase of a needs analysis project, which was developed in the context of Greek tertiary education to identify the needs of a target group of learners and introduce needs-based course design. The findings revealed the need for the development of a highly specific ESP language course with a clear focus on the target discipline, accountancy. There was also a call for the provision of ESP training, which addresses the learners’ immediate needs as students and their long-term needs as professionals in the accountancy business.

Research Methodology

In conducting research, we need a research design. Research design is a method and technique used to analyze the research. According to Creswell (2009,p.3) research design is a plan and the procedures for research to detailed methods of data collection and analysis. The research design consists of two types, namely qualitative research and quantitative research. This research is qualitative.

The researcher decided to use the descriptive method because the research is want to know the Office Administration's student need to learn English appropriate with the program. The descriptive method is implemented because the data analysis is presented descriptively. An instrument is a tool that is required to get information. Gay and Airasian (2000,p.145) stated that instrument is a tool that is used in collecting data. Meanwhile, Arikunto (2013,p.203) reveals that instrument in collecting data is a tool that is used by researchers to help them in collecting data to make it more systematic and easy. Here, the instrument is researcher herself. In collecting the data, the researcher used open-ended and closed-ended questionnaire.

Finding And Discussion

1. The Present Textbook Used by The Teacher at SMK N 2 Purworejo

The English teacher at SMK Negeri 2 Purworejo used two English textbooks. They are Bahasa Inggris SMA/MA dan SMK/MAK Kelas XI berdasarkan Kurikulum 2013 by Nita Dewi, Tuning W. Suidah, and Tri Kusmantoro published by Viva Pakarindo and Bahasa Inggris Untuk SMA-MA/SMK Kelas XI Kurikulum 2013 by Otong Setiawan published by Dj Drama Bandung

2. The Quality of Textbooks Used by The Tacher at SMK N 2 Purworejo

The Quality of the teacher at SMK Negeri 2 Purworejo is "good." This data based on the result of the questionnaire by the teacher. The teacher gave the response that the textbook was good. It can be seen from the textbook that can help the teacher to teach. The textbooks also have strengths and weaknesses. The strength is the textbooks are appropriate with the syllabus, which the English syllabus for all programs in Vocational High School and one textbook used by the teacher contained the vocabulary about the office administration program. The weakness was the textbook does not contain the material based on the office administration program, and the textbooks were not related to the English skills needed by office administration students.

3. The Need of Textbook Containing ESP Materials

Based on the questionnaire analysis, 100% of the teacher and the students agree and need the textbook contain ESP to be published. It is because the teacher hoped the material in the textbooks could help the students to prepare the students' skills in future work.

"It is necessary for publishing English for Specific Purpose/ ESP for Office Administration Program for Vocational High School Students."

All of the students gave the responses "agree and strongly agree"= 35 % of students gave the response "agree" and about 65% gave response "strongly agree." It can be seen from the figure below.

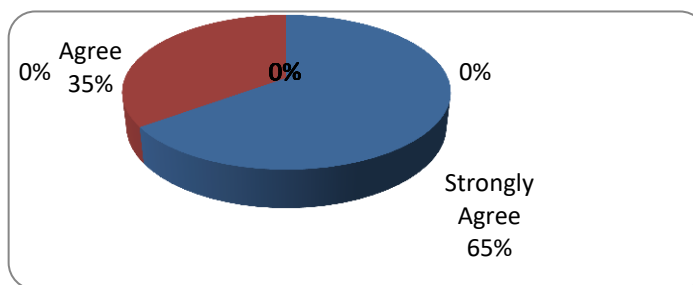


Figure 1: **The Need for Textbook Containing ESP Materials**

Figure 1 shows that the students and the teacher agree and need the textbooks contained with ESP materials to be published. The students started to understand that the English material in the textbooks used by them and their teacher should support their skills based on the Office Administration Program. It is because the students of SMK not only continue their studies but also to prepare their skills in the workplace. Besides that the students also need understand the English aspects and English skills which are needed to master English. It is implied that teachers are expected to use the English textbooks, which are appropriate for their program. Then the textbooks used by the teacher and the students should contain the ESP.

4. The Items of ESP and Skills for Office Administration Program of SMK

In the questionnaire, the writer also offered the English Skills for Office Administration Program which covered sixteen English Skills in the questionnaire. The teacher gave the response to all of the statements is "agree" and "strongly agree." Then the students also gave the response to all of the statements is "agree" and "strongly agree."

It can be the proof that the students and the teacher need the textbooks which contain such as *Understanding Cultural Diversity and Socializing, Dealing with Numbers, Understanding People at Work, Telephoning, Taking and Giving Messages, Receiving Visitors, Writing Forms, Envelopes, and Letters, Requesting, Writing Inquiry and Quotation, Writing CVs and Application Letter, Writing Inter-Office Memos, Understanding Office Duties, Working with the Computers, Making Presentation, Using Language of Meeting.*

The finding of this study supports the earlier study, which Sri SupiahCahyati, Rahmijati, S., SiskaRizkiani (2014) that the English focused is for obtaining General Competencies but should also specific need. It also supports Chostelidoua's (2010) finding of the provision of ESP training which addresses the learners' future needs.

Conclusion and Suggestion

The quality of the textbook used by the teacher was considered good. However the textbooks have the strength and the weakness. The strength some materials are appropriate with the syllabus and they are easy to learn by the students. The weakness some materials are not appropriate with the skills needed in office Administration Program.

The students and the teacher need ESP English materials. The students and the teacher need the textbook, which contains the ESP to supply the students skills based on their program to prepare the students to enter the workplace. So, the students and the teacher agree if the textbooks based on the ESP is published.

The items of the ESP-content based syllabus were about the English skill. The item of the ESP-content should relate with English for the Office Administration Program and contain the language expression needed in the workplace. The English skill also needed in Office Administration, the English skill were understanding Cultural Diversity and socializing, dealing with numbers, understanding people at work,

telephoning, taking and giving messages, receiving visitors, writing forms, envelopes, and letters, requesting, writing inquiry and quotation, writing CVs and application letter, writing inter-office memos, understanding office duties, working with the computers, making presentation, using language of meeting.

The suggestion is that the teacher should update the material in Office administration program. Then the teacher can choose the textbook before using in the learning activity. Besides that the teacher should know the materials which appropriate with the student need based on the Office Administration Program. For the school the suggestion is about choosing the English textbook for learning English in vocational high school. Besides that, the school also can prepare the facility to support the English learning based on the student need in Office Administration Program. For the future researcher the suggestion is the researcher hopes that the future researcher can continue the research with making the product like syllabus or module based on the ESP- content to help the students and the teacher in learning English.

References

- Airasian, Peter, and L. R. Gay. (2000). *Educational Research: Competencies for Analysis and Application*. Boston: Prentice-Hall
- Basturkmen, H. (2010). *Developing Course in English for Specific Purposes*. New York: Palgrave Macmillan.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London: Lawrence Erlbaum Associates.
- Dewi, Sri Utami. (2015). *Syllabus of Vocational High School Based on ESP Approach*. *Dinamik Ilmu*. Vol.15 No.2. P-ISSN: 1411-3031; E-ISSN 2442-9651.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1991). *English for Specific Purposes: A learning-centered approach*. Cambridge University Press.
- Nunan, D. (1990). *Syllabus design*. Oxford: Oxford University Press.
- Poorhadi, Mahdiyah. (2017). *Designing an ESP Course For Iranian Students of Architectures: A skill-Based Approach*. *Journal of Applied Linguistics and Language Research*. Pp: 20-47. ISSN: 2376-760X.
- Suharsimi, Arikunto. (2013). *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta. PT Rineka Cipta.
- Cahyati, Sri Supiah, et al. (2014). *Students' Needs Analysis in the Context of Vocational High School English Textbook*. *A Journal*. ISSN: 1978-5089.
- Chostelidou, Dora. (2010). *A Need Analysis Approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs*. *Social And Behavior Science*. ISSN:4507-45012

- Ronaldo, Okri. (2016). *Teaching Material For English Subject in Vocational High School*. Proceedings of the Fourth International Seminar on English Language and Teaching. ISBN: 978-802-74437-0-9.
- Musdalifah. (2017). *English For Specific Purposes for Nursing Students' Based On Need Analysis*. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP)*.